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ABSTRACT

This manual is for a developmental workshop for 12-18 women that uses didactic and experiential techniques to train participants to make freer educational and career choices. It contains four parts. Part 1, for the workshop administrator, overviews the nature of the workshop and provides information necessary for publicizing, organizing, operating, and evaluating the workshop. A "Schedule Checklist" concludes the section. Part 2, for workshop leaders, summarizes the curriculum and suggests strategies appropriate to the subject matter and to different kinds of learners. It concludes with a resources section of demographic data, references cited, and suggested readings. Part 3, also for workshop leaders, consists of the curriculum, providing an hour-by-hour description of each of the workshop's six two-hour units. Unit titles are Woman and Sex-Role Stereotyping of Self, Devaluing Ourselves, Lowered Aspirations, Power: New Alternative Styles for Women, Building Support Systems and Networks, and Behavior Change and Implementation. Each unit contains an introduction, objectives, worksheets, unit activities, variations in response to unit, and further readings. Part 4 contains all workshop materials to be used or distributed, including suggested wallsheets and 22 worksheets to be duplicated and distributed to participants. An extensive bibliography and filmstrip script are provided. (YLB)

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ED216232

FREEING OURSELVES:
REMOVING INTERNAL BARRIERS TO EQUALITY

A Workshop for Women

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Workshop Participants

The 117 women from the Indiana University communities and their sisters about the United States who experienced and evaluated the developing and final products

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CONTENTS

INTRODUCTION xi

PART I: INSTRUCTIONS FOR THE WORKSHOP ADMINISTRATOR 1

Workshop Summary 1

Workshop Objectives 1
Workshop Elements 2

Workshop Operational Plan 3

Workshop Preparation 4
Workshop Operation 10
Evaluation and Follow-up 11

Schedule Checklist 22

PART II: INSTRUCTIONS FOR WORKSHOP LEADERS 25

Curriculum Rationale 25

Workshop Objectives 25
Curriculum Concepts 25
Workshop Subject Matter 29
Workshop Schedule 32

Leadership Techniques 33

Instructional Strategies 33
Role of the Leaders 33
Use of the Manual 35
Nature of the Learning Group 35

Resources 39

Demographic Data on Women in the United States . . . 39
References 40
Additional Readings 42

PART III: THE CURRICULUM 43

Unit 1: Women and Sex-Role Stereotyping of Self 43

Introduction 43
Objectives 43
Pre-workshop Activities 43
Worksheet 4: Fact Sheet--Women and Sex-Role Stereotyping of Self 45

Worksheet 5: Fact Sheet--Groups with Differing Needs: Minority Women 47
Worksheet 6: Fact Sheet--Women and Aging 49
Unit Activities 51
Variations in Reponse to Unit 55
Further Readings 56

Unit 2: Devaluing Ourselves 57

Introduction 57
Objectives 57
Worksheet 8: Fact Sheet--Devaluing Ourselves . . . 58
Unit Activities 60
Variations in Response to Unit 63
Further Readings 64

Unit 3: Lowered Aspirations 65

Introduction 65
Objectives 65
Worksheet 11: Fact Sheet--Lowered Aspirations . . . 66
Unit Activities 68
Variations in Response to Unit 71
Further Readings 72

Unit 4: Power: New Alternative Styles for Women 73

Introduction 73
Objectives 73
Worksheet 14: Fact Sheet--Women and Power 74
Worksheet 15: Fact Sheet--Sex-Typed Behaviors and Power 75
Unit Activities 78
Variations in Response to Unit 82
Further Readings 83

Unit 5: Building Support Systems and Networks 84

Introduction 84
Objectives 84
Unit Activities 85
Variations in Response to Unit 88
Further Readings 89

Unit 6: Behavior Change and Implementation 90

Introduction 90
Objectives 90
Unit Activities 91
Variations in Response to Unit 94
Further Readings 95

PART IV: WORKSHOP MATERIALS 97

Suggested Wallsheets 97

Wallsheet 1: Sex-Role Socialization Model 98
Wallsheet 2: Change Model 99
Wallsheet 3: Stereotypic Behavior Traits 100
Wallsheets 4-21: Personalizing Sex-Role Stereotyping of Self 101
Wallsheet 22: Messages 102

Worksheets 1-22 (Instructional Packet for Participants) . 103

Worksheet 1: Freeing Ourselves--Workshop Introduction 103
Worksheet 2: Workshop Schedule 104
Worksheet 3: Subject Matter 105
Worksheet 4: Fact Sheet--Women and Sex-Role Stereotyping of Self 107
Worksheet 5: Fact Sheet--Groups with Differing Needs: Minority Women 109
Worksheet 6: Fact Sheet--Women and Aging 111
Worksheet 7: Some Ways in Which We Restrict Ourselves 113
Worksheet 8: Fact Sheet--Devaluing Ourselves . . . 114
Worksheet 9: Role-Playing Situations 116
Worksheet 10: I Sex-Role Stereotype Myself When I 117
Worksheet 11: Fact Sheet--Lowered Aspirations . . . 118
Worksheet 12: Taking a Look at My Goals and Aspirations over a Lifetime 120
Worksheet 13: I Sex-Role Stereotype Myself When I 124
Worksheet 14: Fact Sheet--Women and Power 125
Worksheet 15: Fact Sheet--Sex-Typed Behaviors and Power 127
Worksheet 16: To Be Powerful Is 129
Worksheet 17: Women and Power 130
Worksheet 18: Nonverbal Behaviors Reflecting Power Styles 132
Worksheet 19: I Sex-Role Stereotype Myself When I 134
Worksheet 20: Network Building 135
Worksheet 21: I Sex-Role Stereotype Myself When I 138
Worksheet 22: Using What I Have Learned toward Freeing Myself 139

BIBLIOGRAPHY 141

General 141
Minority Women 143
Professional, Administrative, and Managerial Women . . . 144
Older Women 145
Working Women 145

FILMSTRIP SCRIPT 147

INTRODUCTION

This manual is for a workshop entitled "Freeing Ourselves: Removing Internal Barriers to Equality." It is a developmental workshop for women that uses both didactic and experiential techniques to train participants to make freer educational and career choices.

The manual contains four parts:

- Part I, for the workshop administrator, contains all the instructions for operating the workshop
- Part II, for workshop leaders, summarizes the subject matter and strategies to be used in the workshop
- Part III, also for workshop leaders, consists of the curriculum itself, providing an hour-by-hour description of each of the workshop's six units
- Part IV, for workshop participants, consists of a packet of materials to be used or distributed during the workshop

The workshop itself:

- is for a group of twelve to eighteen women
- needs one to three trained women leaders
- consists of six two-hour units
- can be given independently or as part of an academic curriculum
- can occur in a single block of time or over a period of (at most) 6 weeks

The subject of the workshop is the internal psychological barriers by which, because of the socialization process, women use sex-role stereotypes to impede their own educational and career development.

The objective of the workshop is to train women to develop their own behavior so as to be able to cope better with the working world, and the curriculum is based on the following assumptions:

- Because of the socialization process, women learn to incorporate within themselves a set of values, attitudes, and behaviors that are culturally defined as "female." These behaviors often impede women's full development as individuals.

- The resulting barriers to equality are internalized and often unconscious. External factors--such as peer influence, overt discrimination, and male expectations--reinforce the internal barriers.

- Changes in external factors (e.g., laws, affirmative action) do not necessarily mean that women are able to respond to greater freedom or opportunities.

- Even providing women with the skills to achieve equality is not enough. Women need to recognize why they unconsciously avoid using those skills.

- Direct confrontation with internal barriers is generally missing from the content of workshops for women.

- Internal changes stem from changes in:

  self-respect and self-esteem
  the rules or "shoulds" learned as girls
  communication styles
  specific behaviors

  A change in any one of these areas generates changes in all the others.

- Changes in women occur most easily in a learning environment that:

  supports women's confrontation of their own internalized sex-role stereotyping

  encourages them to discard behavior that they view as restricting their development

  provides them with new information and alternative role models

CONCEPTS IN THE CURRICULUM

The concepts underlying the curriculum are fully explained in Parts II and III of this manual. Following is a summary.

Sex-Role Stereotyping

No woman can escape the sex-role stereotyping induced by the socialization process. By adulthood, every woman acquires a set of values, attitudes, and behaviors that are consistent with the sex role she is expected to play in society.

These sex-role stereotypes tend to become so internalized that a woman accepts them as normal, natural, and inevitable, even when they impede her own development and work to her disadvantage.

Only the woman herself has the ultimate power to change her attitudes and behaviors. She receives little help from institutional and societal attitudes, which tend to inhibit nontraditional choices.

Damage to Development

The stereotype of the female sex role discourages women from being successful in the working world. It rewards women for being noncompetitive and passive, and it discourages them from direct achievement.

The result is that women in the working world tend to have lower aspirations, more limited horizons, and poorer self-images than men do. Women tend to subordinate themselves and to choose vicarious or group-oriented achievement over direct achievement, even at their own expense.

Damage to women's development is evident as early as elementary school and is very obvious throughout later education and training choices. It affects a woman's choice of a job or career, her behavior on the job, and her advancement in both status and income.

Objective data reveal the damage, e.g., inequality in the earnings of men and women; clustering by women in low-paid, low-status jobs or professions; and societal devaluation of female attributes.

Traditional female job choices are outdated. Objective data show women now living longer, getting more education, spending less time in the home, having fewer children, getting more divorces, working for many more years, and emerging (statistically) as less able to depend on men and more crucial to societal economics than ever before.

Sex-role stereotyping of self is simply no longer practical for most women in today's working world.

Undoing the Damage

To escape sex-role stereotyping of themselves, women need to learn to see themselves simply (and when appropriate) as individuals.

Free choice of alternative behaviors is the key to freedom in education and work.

People who are free to choose among the feminine, masculine, and neutral traits that all of us possess are more creative and flexible, and less anxious, than those who are either extremely masculine or extremely feminine.

People can transcend their sex-role stereotypes when appropriate, choosing adaptively, moving freely, and perceiving themselves as less limited by cultural prescriptions for sex-role behavior than formerly.

This workshop provides a setting in which a woman can, with skilled guidance, review her beliefs, see herself differently, and examine alternative ways of behaving on the job or in education.

In the final unit, the workshop encourages a woman to concentrate upon, and change, a single value, attitude, or behavior. If she finds the experience rewarding, she will be equipped to make other changes on her own.

Nature of the Workshop

This workshop uses both didactic and experiential techniques. Its leaders undertake some brief lecturing and provide handouts enabling choices to be understood on the basis of information and reason. Structured exercises provide the experience of translating ideas into actions, making alternative choices meaningful.

Without being at all therapeutic in the sense of traditional psychology, the workshop allows participants to experiment with new behaviors on the spot, so that participants leave with some knowledge of the personal and emotional significance of new choices.

The workshop should not be used "propagandistically." No woman should be required to change. The workshop offers alternatives and encourages experimentation, but it also accepts resistance to change as a legitimate choice.

The leaders must be female and experienced. Although the curriculum is largely self-guiding, there can be no substitute for (a) a thorough knowledge of basic women's issues and (b) experience as a group leader.

The workshop applies to all women who work or expect to work. Some make poor educational or career choices because they know no better. Others find themselves trapped and angry. Still others are impeded without knowing it, limiting their opportunities by unconscious and self-imposed restrictions. On an intellectual level, many women believe themselves to be "liberated," but on an emotional and/or practical level are not. The workshop responds to all groups.

This manual contains materials suitable for the following groups:

- Professional, administrative, and managerial women
- Clerical, operative, and service workers
- Students
- Older women
- Minority groups

It is intended, however, that the leaders will add new materials suited for the special groups with whom they work.

In sum, the workshop is not intended as a handbook of career choices or as an informational exploration of educational alternatives; rather, it goes directly to basic matters of attitudes, values, and behaviors that unconsciously dominate choices. And although the workshop leaders serve as change agents for the participants, their objective is to make the participants change agents for themselves.

PART I:

INSTRUCTIONS FOR THE WORKSHOP ADMINISTRATOR

Part I of this manual is primarily for the use of the individual who will act as administrator of the workshop. After giving a brief introduction to the nature of the workshop, this section provides all the information necessary for publicizing, organizing, operating, and evaluating the workshop. A "Schedule Checklist" concludes the section.

WORKSHOP SUMMARY

Workshop Objectives

This workshop, "Freeing Ourselves: Removing Internal Barriers to Equality," is a small-group, 12-hour model curriculum to aid women in overcoming self-imposed barriers resulting from internal sex-role stereotyping. The format has been developed for adaptability as either a self-contained workshop or a module included in a larger curriculum (such as a course in counseling, psychology, or adult education). Part I envisages the workshop as being offered independently of the larger curriculum.

The workshop has two objectives:

1. To provide an intervention process whereby women can directly face their internal barriers to equality. These barriers are acquired through the female sex-role socialization process and affect women in their educational and vocational lives, in the form of:

   - personal attitudes
   - personal values
   - personal behaviors

2. To provide a supportive learning environment in which women can confront their own internalized sex-role orientation and explore other ways of "being" that do not fit the prescription learned as females.

The workshop is designed to be facilitated by women professionals who are trained as group leaders. It is an intervention process for women, to assist them in discarding those aspects of their socialization which restrict their development as self-actualized persons and equal members of society.

Workshop Elements

The main assumption of the curriculum is that internal changes can come about through:

- experiencing opportunities to raise self-respect
- changing rules, or "shoulds," learned as growing females
- exploring (verbally and nonverbally) alternative communication styles
- exploring new behaviors and activities previously viewed as inappropriate for women

All elements of the workshop are designed to encourage internal changes to occur, without being "therapeutic" in nature. The workshop elements provide support, direction, information, and organization. In no way do these workshop components attempt to provide authoritative instruction on how "to be" as a woman; rather, they are carefully structured to encourage exploration and to facilitate changes appropriate for each individual participant. Because of this, the curriculum is responsive to the personal styles and beliefs of its leaders, who should be selected with care.

The Participants

The workshop is designed for adult women, 18 years and older. The optimal number of participants is twelve to eighteen women. Commitment by each participant to the entire 12 hours is essential.

Once the workshop begins, no visitors, observers, or outsiders should be present, as their presence can seriously impede the atmosphere of the group.

All the women participating should be aware that the workshop belongs to them. It is basically their responsibility to be as involved as they choose and to focus on aspects of the issues of primary concern to them. During the workshop, it is the participants who do most of the talking, sharing, and experiential activities; the facilitators are present only to help by providing direction, information, guidance, support, and stimulus.

The Facilitators

The workshop uses two or three facilitators, each skilled in women's issues and group process. Many of the activities take place in smaller groups of six to eight women each; thus, each smaller group is provided direction and support by one of the facilitators. The overall management of each unit can be assumed by any one of the facilitators, depending on her individual expertise and skill in the content area.

The facilitators' use of a nonauthoritarian approach is essential. The facilitators need to preserve a delicate balance between encouraging

exploration and discussion and not stifling or dominating participation. Facilitators have the responsibility for identifying problem areas, raising difficult questions and issues, requesting participants to focus on specific personal attitudes and behaviors, and generally serving as a stimulus to the entire process of removing sex-role stereotyping of self by the women.

The facilitators should be trained professionals who have:

- knowledge and sensitivity in female sex-role socialization issues
- skills in group procedures

They should ensure that all participants are involved and that all views and experiences are respected. Facilitators must not dominate the activities but should instead provide special knowledge and understanding of the sex-role socialization of women and the internalized barriers it creates.

The Manual

The manual provided to facilitators acts both as an information source and as the structure for the workshop. It includes the packet of materials to be reproduced for each participant. It is intended not to be used rigidly or dogmatically, but to be followed carefully, as it is designed to elicit from participants specific behavioral commitments. Variations to accommodate differing populations of women are included in the workshop units to provide broad application to the format.

These elements are intended to produce a learning atmosphere well suited to adults concerned with their own personal and vocational development. The atmosphere is informal and nonauthoritarian. The workshop appears lightly structured, yet the 12 hours are busy and intense. The ultimate objective is to gain a clearly definable commitment to a behavior change from each participant--a commitment to act, not just to talk about.

WORKSHOP OPERATIONAL PLAN

Planning and preparation for the workshop should be careful enough so that the actual 12-hour process is unencumbered by interruptions and organizational problems, allowing everyone to focus intently on the subject matter and learning experiences. The operational plan that follows is in three segments--workshop preparation, workshop operation, and workshop evaluation and follow-up--and, if followed closely, should eliminate most organizational problems.

The objectives of the operational plan are as follows:

- To publicize the workshop fully so that the target population is aware of its availability
- To enroll participants by way of efficient and well-organized methods

- To correspond with participants in order to establish rapport and provide information on enrollment, location, and time
- To provide a comfortable environment in which the workshop will take place
- To have the necessary materials and supplies on hand for the smooth functioning of the workshop
- To provide staff before and during the workshop to prepare the facilities, greet participants, and maintain the process within the time structure established
- To obtain evaluation and follow-up data

Workshop Preparation

As the workshop administrator, you should ensure that the following activities are accomplished at least one month before the workshop begins.

Publicity

One month before the workshop begins, mail brochures to all potential participants. The brochure should contain information on the background and purpose of the workshop, give the time and location, and include an enrollment form. On pages 5-6 is a reproduction of the brochure used in the developmental phase at Indiana University.)

Simultaneously, see that posters are displayed in appropriate locations. The posters should contain information on the background and purpose of the workshops, give the date, and include a phone number to call for information and/or registration.

Placing articles in newspapers and in newsletters read by the target population is an additional method of publicity. Preparing a basic news release (see page 7) will provide the media with information for wider publicity.

SAMPLE BROCHURE

The Indiana University, Bloomington, Office for Women's Affairs will offer eight workshops for all women at Indiana University during the second half of the academic year 1978. The title of the workshops is FREEING OURSELVES: DEVELOPMENTAL WORKSHOPS FOR WOMEN.

The workshops are funded by a grant from the U.S. Department of Education, under the Women's Educational Equity Act Program. Project codirectors are Dr. Jessie Lovano-Kerr, Dean for Women's Affairs, IU Bloomington, and Dr. Helen V. Collier.

FOR INFORMATION,
CALL 337-0632

PARTICIPANTS

The workshops are intended for all faculty, staff, and students and will be given at no charge. Eight workshops will be offered. Several will consist of heterogeneous groups; others will consist of students or staff or faculty. Two workshops will concentrate on the development of women from minority racial and ethnic groups, and one will emphasize the needs of women over 30.

There will be a maximum of eighteen participants in each workshop.

DURATION

Workshops will be held during weekends (Friday evening and all day Saturday), beginning in February and ending in June. The sessions will be held at the Center for University Ministry, 1514 East Third Street. Commitment to and participation in the two sessions selected are essential for the women enrolling.

WORKSHOP 1: February 17-18
Mixed group of students, staff, and faculty

WORKSHOP 2: February 24-25
All students

WORKSHOP 3: March 10-11
All minority races (mixed student, staff, and faculty)

WORKSHOP 4: March 31-April 1
All ethnically diverse (mixed student, staff, and faculty)

WORKSHOP 5: April 14-15
All faculty

WORKSHOP 6: April 28-29
All women over 30 (mixed student, staff, and faculty)

WORKSHOP 7: May 12-13
All staff

WORKSHOP 8: June 2-3
A standard workshop for a mixed group

TIMES: FRIDAY, 7:00-9:30 p.m.
SATURDAY, 9:00 a.m.-6:30 p.m.

EVALUATION

Under the terms of the Federal grant, the quality of the workshops must be evaluated. The workshops are intended to become national models. Evaluation will concentrate on the concept of the materials and on their relevance to participants, who will be asked for their judgments. This will require the collection of some personal information concerning each participant, but individual confidentiality will be strictly preserved.

IU BLOOMINGTON

SUBJECT MATTER

By the time women become fully functioning adults, the process of acculturation has led them to internalize certain attitudes, values, and behaviors that work against their full development in education and work. Regardless of the presence or absence of external barriers, many women possess internal barriers that impede their advancement. Women tend to defeat--unconsciously--their own desires for full and fair participation in educational programs, in career choices, and in the labor market.

The workshops will help women examine the ways in which their sex-role stereotyping of themselves affects their behavior, influences their choices, and touches their advancement. The workshops will teach women skills for removing--or at least for recognizing--their internal barriers. They will help women to free themselves from the patterns in which they grew up, to examine their past and present selves, and to create such new patterns as they desire. Workshop activities will combine a sharing of information and participation such as role playing and nonverbal processes.

WORKSHOP LEADER

The workshops will be conducted by Dr. Helen V. Collier, practicing psychotherapist and program consultant, and former university staff and faculty member. Serving extensively as a counseling and therapeutic consultant to women's programs, Dr. Collier is currently preparing textbook materials on the counseling needs of women and will use her materials in the workshops.

FREEING OURSELVES:

DEVELOPMENTAL

WORKSHOPS FOR WOMEN

NAME_____ AGE_____ PHONE_____

ADDRESS_____

DEPARTMENT_____ POSITION_____

I PLAN TO ATTEND WORKSHOP #(s)_____ DATES_____

RETURN TO: OFFICE FOR WOMEN'S AFFAIRS, MEMORIAL HALL EAST, RM. 123
BLOOMINGTON, INDIANA 47401

SAMPLE NEWS RELEASE

GROWTH WORKSHOPS FOR WOMEN

A series of eight workshops entitled "Freeing Ourselves: Developmental Workshops for Women" will be presented by the IU Office for Women's Affairs this February through June. The workshops will examine the internalized barriers that prevent women from achieving their potential and will teach the participants skills for recognizing and removing their internal barriers. The workshops will be directed toward helping women to free themselves from the patterns in which they grew up, to examine their past and present selves, and to create such new patterns as they desire.

The workshops will be conducted by Dr. Helen V. Collier, a practicing psychotherapist and program consultant. Dr. Collier has served as a counseling and therapeutic consultant to women's programs and has led many women's groups at IU and other universities.

Faculty, staff, and students are invited to participate. There will be no charge for the workshops, each of which will be limited to eighteen participants. The workshops will be held at the Center for University Ministry on Friday evening and all day Saturday. Commitment to and participation in the two sessions are essential for the women enrolling. A schedule of the workshops follows.

Workshop 1:	February 17-18	Mixed group of students, staff, and faculty
Workshop 2:	February 24-25	All students
Workshop 3:	March 10-11	All minority races (mixed student, staff, and faculty)
Workshop 4:	March 31-April 1	All ethnically diverse (mixed student, staff, and faculty)
Workshop 5:	April 14-15	All faculty
Workshop 6:	April 28-29	All women over 30 (mixed student, staff, and faculty)
Workshop 7:	May 12-13	All staff
Workshop 8:	June 2-3	A standard workshop for a mixed group

For registration and further information, please call 337-0632.

Enrollment

Participants will enroll in the workshop by (a) mailing in the form on the brochure and (b) telephoning you in response to publicity. Although some cancellations will probably occur as you register participants, you should make every effort to ensure that eighteen women attend all sessions.

By adhering to the administrative procedures listed below, you can help expedite the enrollment process.

1. When registration is made by telephone, fill in an enrollment form at the time of the call.

2. Date both mailed-in and phone-call enrollment forms so that the first to respond are ensured enrollment and so that you can create a fair waiting list.

3. Enroll the first eighteen women who apply. Start a waiting list for subsequent applicants.

4. Send confirmation letters (see page 9) to those enrolled, letting them know that space has been reserved for them and emphasizing that they are expected to attend all sessions.

5. Send waiting-list letters (see page 9) to those on the waiting list, apprising them of their status.

6. One week before the workshop begins, send a reminder (see page 9) to those enrolled so that you can make a final list of people who will attend. Enclose with your reminder copies of the preliminary fact sheets (Worksheets 4 and 8 and, if applicable, Worksheet 5 and/or 6; see Part IV of this manual).

7. Anticipate receiving some cancellations, and replace them as they occur, using the waiting list.

Note: Experience has shown that charging a registration fee increases attendance. If you decide to charge a fee, be sure to collect fees as a deposit before the workshop, not on the day it starts.

SAMPLE CONFIRMATION LETTER

Dear _____,

We are writing to inform you that we are reserving a space in the workshop for women, _____(title)_____. Since there are women on the waiting list, we ask that if you cannot attend this workshop, you notify us by 5:00 p.m. on Wednesday, _____(date)_____. If we do not hear from you, we shall expect to see you.

The workshop will be held at _____(location)_____ from 7:00 p.m. to 9:30 p.m. on Friday night, _____(date)_____, and from 9:00 a.m. to 6:30 p.m. on Saturday, _____(date)_____. Your commitment to the workshop includes attendance at both the Friday and Saturday sessions.

Many of us will be bringing our lunch on Saturday. Why don't you do the same, and be sure to wear comfortable clothing to the workshop.

We are looking forward to seeing you.

Sincerely,

SAMPLE WAITING-LIST LETTER

Dear _____,

We are writing to inform you that the scheduled workshop for women, _____(title)_____, that you are interested in is full. We have put your name on a waiting list and will let you know if there is a cancellation. If you haven't heard from us by Wednesday, _____(date)_____, it means that there were no openings available.

We appreciate your interest and hope to be able to place you in the workshop you requested.

Sincerely,

SAMPLE REMINDER LETTER

Dear _____,

We are writing to remind you that we are reserving a space for you in the workshop for women, _____(title)_____.

Here are some fact sheets we'd like you to look over before the workshop begins. Please bring them with you on Friday evening, _____(date)_____.

If you are unable to attend, please let us know no later than 5:00 p.m., Wednesday, _____(date)_____.

We're looking forward to seeing you.

Sincerely,

Facilities

Holding the workshop in a comfortable environment is a necessity. It is suggested that you consider the following points as you seek a location.

- A well-lit and airy room, large enough for participants to form a comfortable circle and to allow physical movement about the room
- Carpeting that is conducive to sitting on the floor (optional) and to movement for activities (large pillows should be available if women are to sit on the floor)
- Ample wall space for wallsheet activities
- Conveniently located restrooms
- Facilities for making coffee and tea

Materials and Supplies

Workshop materials consist of a sufficient number of workshop packets (Part IV is a complete set, ready for reproduction) for participants and facilitators.

Workshop supplies include the following:

- Newsprint tablets (2' x 3' and 1½' x 2')
- Colored marking pens (minimum one per participant)
- Pencils (minimum one per participant)
- Masking tape
- Scissors
- Tea bags, instant coffee, cocoa mix, sugar, cream, cups, spoons, napkins, and hot water

Workshop Operation

Experience conducting the workshop has yielded the following recommendations. As administrator, you should review these guidelines and coordinate the tasks with the workshop facilitators.

- The workshop format should be followed as it is presented in the manual. The format has been carefully constructed to produce a continuing flow and a gradual development of awareness and skills.
- Care should be taken to begin and end sessions on time. Facilitators should be flexible, yet as punctual as possible. The breaks scheduled should not extend beyond 15 minutes.

- Facilitators should arrive one hour prior to the workshop to set up the room.

- The room should be arranged for circular seating; wallsheets for the first-session activities (see page 43) should be prepared and mounted; materials should be placed near the entrance for distribution; and coffee/tea service should be prepared.

- All arrangements need to be finished 30 minutes before the opening session, freeing facilitators to greet arriving participants and to distribute workshop packets (see Part IV).

- Each woman should sign in on a registration form as she arrives, to provide an accurate roster of all participants. (This roster can be duplicated later for distribution at the end of the workshop, if participants so desire.)

- Maintaining a relaxed and open atmosphere is important throughout the workshop. There should be no visitors. Facilitators should be present for the entire workshop, and they should make every effort to keep each woman actively involved at whatever level is comfortable for her.

Evaluation and Follow-up

As administrator, you should coordinate the evaluation and follow-up efforts of facilitators at the end of the workshop.

All evaluation instruments, including the follow-up instrument, used by the pilot project are reproduced on pages 12-21. You are encouraged to work with facilitators in revising and making additions or deletions in these instruments so that you can obtain relevant information on the population you are serving.

You should see that follow-up instruments are mailed to participants 4 or 5 weeks after the workshop and that reminders are sent about 2 weeks later. Be sure to enclose a self-addressed, stamped envelope with the follow-up instrument in order to ensure as large a response as possible from the participants.

Group_____ Social Security Number_____
(last four digits)

Evaluation Instrument #1

"Freeing Ourselves"
DEVELOPMENTAL WORKSHOPS FOR WOMEN

Office for Women's Affairs
February/June 1978

Conducted by Dr. Helen V. Collier

1. Age _____
2. Race and/or ethnicity _____
3. Marital status (check one): _____Single_____Married_____Divorced
   _____Separated_____Widowed
4. Children: _____None_____Number of children_____Ages of children
5. Residence (check one): _____Campus housing _____Off-campus housing
6. Position (staff and faculty only):
   Title: _____
   Department: _____
   School: _____
7. Position (students only):
   _____Undergraduate (circle one): First year,
   Sophomore, Junior, Senior
   _____Graduate (circle one): Master's, Doctor's
   Field of study: _____
   Department: _____
   School: _____
8. Annual income level (check one):

_____Under $5,000 _____$5,000-8,000 _____$8,000-10,000

_____$10,001-15,000 _____$15,001-20,000 _____Over $20,000

9. Consider the following possible reasons for attending the workshop, and indicate how important each reason is to you personally.

Scale of 1 to 5: 1 = Very important; 5 = Not important

Please circle one response for each item.

1 2 3 4 5	1. To learn to recognize how sex-role stereotyping has affected me as a worker/student
1 2 3 4 5	2. To develop skills for overcoming these barriers
1 2 3 4 5	3. To explore my professional life in a supportive environment that is nondiscriminatory
1 2 3 4 5	4. To be with women who may be role models for me
1 2 3 4 5	5. To try new forms of behavior in a nonthreatening setting
1 2 3 4 5	6. To be with other women in a group
1 2 3 4 5	7. To share with other women experiences we have in common
1 2 3 4 5	8. Other _____

Group_____ Social Security Number_____
(last four digits)

Evaluation Instrument #2

"Freeing Ourselves"
DEVELOPMENTAL WORKSHOPS FOR WOMEN

Office for Women's Affairs
February/June 1978

Conducted by Dr. Helen V. Collier

Please respond to the following statements on the basis of whether you strongly agree (SA), agree (A), are undecided (U), disagree (D), or strongly disagree (SD). Put a check mark on the appropriate line

	SA	A	U	D	SD
1. As a result of this workshop, I have closely examined how my educational and career aspirations, behaviors, and attitudes have been affected by sex-role stereotyping.	—	—	—	—	—
2. The workshop did not deal with the issues that were particularly important to me.	—	—	—	—	—
3. In spite of the workshop, I'm not clear when and how I act as if I am powerless.	—	—	—	—	—
4. The order in which the workshop activities took place was appropriate for me.	—	—	—	—	—
5. With the held of the workshop, I learned some ways to consider and question effectively the "shoulds" in my life.	—	—	—	—	—
6. The role playing was very helpful in working out specifics for using my power.	—	—	—	—	—
7. The fact sheets helped me to become aware of my own worker/student situation.	—	—	—	—	—
8. I received what I expected and/or wanted from the workshop.	—	—	—	—	—
9. I would have preferred to deal with other issues discussed in the introductory session, rather than with the issues presented.	—	—	—	—	—

	SA	A	U	D	SD
10. The books in the bibliography appear valuable and important to my situation.	—	—	—	—	—
11. "Widening our aspirations and goals" was an issue of particular pertinence for me.	—	—	—	—	—
12. The nonverbal exercises on sex-role stereotyping were helpful to me in considering my own behaviors and attitudes.	—	—	—	—	—
13. The worksheets were not helpful with the activities and behaviors dealt with in the workshop.	—	—	—	—	—
14. The time schedule of the workshop (an evening and an all-day session) was convenient.	—	—	—	—	—
15. The wrap-up, including the implementation sheet, was a useful summary for me.	—	—	—	—	—
16. Learning about my own feelings of living by "should" rules and learning ways of combating them were of prime importance to me.	—	—	—	—	—
17. The order or format of the workshop didn't seem to flow or connect well.	—	—	—	—	—
18. The workshop did not provide me with useful skills for overcoming my own sex-role stereotyping.	—	—	—	—	—
19. During the workshop, I felt that I was in comfortable and supportive surroundings for exploring my sex-role stereotyping of self.	—	—	—	—	—
20. I felt that when I had a contribution to make, I had an opportunity to make it.	—	—	—	—	—

21. Of all the materials used, I found the following to be the most helpful and important (check only one):

_____ Bibliography _____ Worksheets

_____ Fact sheets _____ Implementation for change information

22. Of all the materials used, I found the following to be the least helpful and important (check only one):

_____ Bibliography _____ Worksheets

_____ Fact sheets _____ Implementation for change information

23. Of all the topics covered in the workshop, I found the following to be the most helpful and important (check only one):

_____ Nonverbal communication

_____ Myths about ourselves as women

_____ Devaluation of ourselves as women

_____ Lowered aspirations as women

_____ Inferior status and powerlessness

_____ Communicating wants, needs, goals, and feelings

_____ Implementing change in our lives

24. Of all the topics covered in the workshop, I found the following to be the least helpful and important (check only one):

_____ Nonverbal communication

_____ Myths about ourselves as women

_____ Devaluation of ourselves as women

_____ Lowered aspirations as women

_____ Inferior status and powerlessness

_____ Communicating wants, needs, goals, and feelings

_____ Implementing change in our lives

25. Of all the various workshop segments, I found the following to be the most valuable for me (check only one):

_____ Introductory session

_____ Handouts for activities

_____ Materials on commitment to change

_____ Activities on power

_____ Activities on how I devalue myself and view myself as incompetent

_____ Activities on widening our aspirations and goals

_____ Activities on the "shoulds" in my life

_____ Activities on networking

_____ Nonverbal behavior communicating my sex-role stereotyping

_____ Contact and involvement with other women

26. Of all the various workshop segments, I found the following to be the least valuable for me (check only one):

_____ Introductory session

_____ Handouts for activities

_____ Materials on commitment to change

_____ Activities on power

_____ Activities on how I devalue myself and view myself as incompetent

_____ Activities on widening our aspirations and goals

_____ Activities on the "shoulds" in my life

_____ Activities on networking

_____ Nonverbal behavior communicating my sex-role stereotyping

_____ Contact and involvement with other women

27. Issues that I thought should have been dealt with, but weren't, in the workshop were the following:

_____

_____

_____

28. Some changes in my behavior as a student/worker that I could implement might be (check those which apply):

_____ Form a support group

_____ Explore a new job or job advancement

_____ Explore a new major field of study

_____ Read in a new area

_____ Take a class in a different field

_____ Practice new communication skills

_____ Try a new behavior I formerly considered not suitable for women

_____ Ask for a raise

_____ Enroll in a workshop to gain additional skills

(There are many other possibilities; these are only suggestions.)

29. A specific behavior change or an activity that I am going to implement is:

_____

_____

_____

_____

30. Following are additional ideas, suggestions, or comments I have about the workshop:

_____

_____

_____

_____

_____

Group _____ Social Security Number _____
(last four digits)

Evaluation Instrument #3

"Freeing Ourselves"
DEVELOPMENTAL WORKSHOPS FOR WOMEN

Office for Women's Affairs
February/June 1978

Conducted by Dr. Helen V. Collier

We are very interested in your current reactions to our workshop, now that approximately 5 weeks have passed since you were a participant.

After writing the last four digits of your Social Security number in the top right-hand corner of this form, please answer the following questions according to your feelings and attitudes now. When you have responded to all the questions, please put the form into the envelope provided and drop it into the campus or U.S. mail.

We do appreciate your input. It's very important to the total project outcome.

1. Of all the materials used in the workshop, which are you now finding to be the most helpful and important (check only one)?

   _____ Bibliography _____ Worksheets

   _____ Fact sheets _____ Implementation for change information

2. Of all the materials used in the workshop, which are you now finding to be the least helpful and important (check only one)?

   _____ Bibliography _____ Worksheets

   _____ Fact sheets _____ Implementation for change information

3. Of all the topics covered in the workshop, which has become the most helpful and important to you now (check only one)?

   _____ Nonverbal communication

   _____ Myths about ourselves as women

   _____ Devaluation of ourselves as women

   _____ Lowered status and powerlessness

   _____ Communicating wants, needs, goals, and feelings

   _____ Implementing change in our lives

4. Of all the topics covered in the workshop, which has become the least helpful and important to you now (check only one)?

_____ Nonverbal communication

_____ Myths about ourselves as women

_____ Devaluation of ourselves as women

_____ Lowered status and powerlessness

_____ Communicating needs, wants, goals, and feelings

_____ Implementing change in our lives

5. Of all the various workshop segments, which have you found to be the most valuable currently (check only one)?

_____ Introductory session

_____ Handouts for activities

_____ Materials on commitment to change

_____ Activities on power

_____ Activities on how I devalue myself and view myself as incompetent

_____ Activities on widening our aspirations and goals

_____ Activities on the "shoulds" in my life

_____ Activities on networking

_____ Nonverbal behavior communicating my sex-role stereotyping

_____ Contact and involvement with other women

6. Of all the various workshop segments, which have you found to be least valuable currently (check only one)?

_____ Introductory session

_____ Handouts for activities

_____ Materials on commitment to change

_____ Activities on power

_____ Activities on how I devalue myself and view myself as incompetent

_____ Activities on widening our aspirations and goals

_____ Activities on the "shoulds" in my life

_____ Activities on networking

_____ Nonverbal behavior communicating my sex-role stereotyping

_____ Contact and involvement with other women

7. On the implementation sheet at the end of the workshop, you said you would make a change. Please complete this sentence, checking the response that applies: In my commitment to behavior change, I

_____ Have not begun working on the change, but intend to

_____ Have barely begun working on a change

_____ Have made a good start at working on a change

_____ Have completed the change(s)

_____ Have no intention of making any change(s)

_____ Have made other changes that I did not previously consider, which are:

_____

_____

_____

8. In actually implementing the change(s), how did you feel (check only one)?

_____ Very comfortable _____ Uncomfortable

_____ Comfortable _____ Very uncomfortable

_____ Unaware of my feelings at that time

9. Were there circumstances in your planned behavior change that interfered with its being implemented? If so, what were they?

_____

_____

_____

10. Please list below any additional comments or suggestions. We welcome them.

_____

_____

_____

_____

SCHEDULE CHECKLIST

The following checklist is the main working document for the workshop. It lists all the major activities to be performed by personnel organizing the program. Responsibility for completing the checklist rests with you as administrator of the workshop, so you should adapt the checklist to suit your own needs.

The checklist covers a period of 8 to 10 weeks, from the initial decision to hold the workshop until the conclusion.

Date Scheduled	Date Performed	Pre-workshop Activities
_____	_____	Obtain workshop manual
_____	_____	Identify potential population for participation
_____	_____	Select dates for workshop
_____	_____	Select and reserve facilities
		Prepare publicity one month beforehand, in the form of:
_____	_____	1. Brochures
_____	_____	2. News releases
_____	_____	Reproduce workshop materials and evaluation and follow-up instruments
_____	_____	Begin and monitor enrollment
_____	_____	Complete enrollment and maintain a waiting list
_____	_____	Send confirmation letters to those who have enrolled
_____	_____	Send waiting-list letters to apprise subsequent applicants of their status
_____	_____	Send reminder letters and preliminary fact sheets to participants enrolled
_____	_____	Replace cancellations with names from the waiting list
_____	_____	Assemble all necessary supplies

Date Scheduled	Date Performed	Workshop Activities
_____	_____	Prepare the facilities
_____	_____	Have each participant complete a registration form upon arrival
_____	_____	Prepare final roster of participants
_____	_____	Collect pre-evaluation information
_____	_____	Conduct end-of-workshop evaluation

Date Scheduled	Date Performed	Post-workshop Activities
_____	_____	Send follow-up instrument 4 to 5 weeks after workshop
_____	_____	Monitor instruments returned
_____	_____	Send reminder letters 2 weeks later
_____	_____	Tabulate all information and evaluation results
_____	_____	Analyze data

PART II:

INSTRUCTIONS FOR WORKSHOP LEADERS

Part II of this manual is for those who will lead the workshop. First, it summarizes the curriculum presented in Parts III and IV, emphasizing the rationale behind each of the curriculum's six units and the structure of the workshop process. Next, it suggests strategies appropriate to the subject matter and to different kinds of learners. Finally, it provides a resources section of demographic data, references cited, and suggested readings.

CURRICULUM RATIONALE

Workshop Objectives

The workshop has two broad objectives:

1. To provide an intervention process whereby women can directly face their internal barriers to equality--the personal attitudes, values, and behaviors that affect their educational and vocational lives

2. To provide a supportive learning environment in which women can confront their own internalized sex-role orientation and explore other ways of "being" that do not fit the prescription learned as female

More specifically, the workshop is designed:

1. To increase self-awareness and self-esteem

2. To teach skills for changing and behaving in different ways

3. To provide information essential to increasing awareness and to changing behaviors

Curriculum Concepts

To understand the structure and purpose of this curriculum, workshop leaders need to understand eight concepts that underlie the selection of materials and exercises.

Sex-Role Conditioning

On Wallsheet 1 (page 98) appears a chart that depicts the process by which society conditions both women and men into acceptance of prescribed sex roles (Smith, 1968). All societal institutions cooperate to the end of having individuals internalize certain beliefs. These beliefs in turn determine the emotions with which people are comfortable, their personality traits, their vocational inclinations, their goals, the ways they relate to peers and to authority, the responsibilities they expect themselves to assume, and, above all, how they define their individual identity. The basic assumption of the workshop curriculum is that meaningful change in education or career is made more easily if the entire socialization process is understood.

Sex-Role Inequality

The workshop curriculum focuses on the ways in which sex-role conditioning results in inequality for women in the culture. The basic concept is expressed by Jean Lipman-Blumen (1975), who sees socialization for women as a process of "cooling out," or of deciding not to pursue the kinds of external, instrumental, and direct-achievement roles encouraged in males. Women are channeled into internal, expressive, passive, and "vicarious-achievement" roles. Society's encouragement of these roles is reflected in such matters as overt job discrimination, sex typing of jobs and career choices, lack of role models for women, the old boys' network, and the protégé system among males. Even more important, women themselves erect internal-belief structures that fit the socialization process. These structures reveal themselves in such matters as lowered aspirations, limited horizons, poor self-image, and feelings of powerlessness. The result is that it is less likely for a woman than for a man to "succeed" or "realize herself" in educational and career choices and in the job market.

Stereotypes and Sexism

Traditionally, the stereotypes of femininity and masculinity are traits at the opposite ends of the pole: Women should be soft and nurturant; men should be strong and self-reliant. Women are passive and incompetent; men are active and competent. Woman's place is in the home; man's place is in the working world. Women are not at all aggressive; men are very aggressive. Motivation for achievement, intelligence, and competitiveness are masculine; women having these traits tend to feel less than feminine. Nurturing, emotionalism, sensitivity, and caring are feminine traits; women not having these traits tend to feel less than feminine. (For further details, see Wallsheet 3, page 100.)

The Evidence of Dysfunction

The usual tendency of public debate is to see feminine and masculine behaviors as "good" or "bad" and to see women as behaving "like men" or "like women." The workshop curriculum seeks to avoid this fruitless debate by establishing

that many traditionally "female" behaviors are simply dysfunctional in today's society. Many women need no longer engage in these behaviors, for the most practical (not theoretical) of reasons, and other women suffer economically and psychologically because their practical situations make such behaviors obviously damaging. For large portions of a woman's life, traditionally feminine behavior may simply be irrelevant or, worse, destructive. The point is made by demographic, sociological, and economic data, rather than by argument. The data show that women are living longer, getting more education, spending less time in the home, working longer and in a greater variety of occupations, working out of necessity rather than choice, having more marriages and fewer children, and so on--all characteristics which make the traditional sex-role prescription out of date. (For precise data, see pages 39-40.)

Androgyny

One method of working around the process of sex-role socialization is to see all human beings as in some sense a mixture of characteristics that society describes as "male" and "female," i.e., as being to some extent androgynous. The concept of androgyny as advanced, for instance, by Bem (1975) is that in any society there are masculine, feminine, and neutral traits, and that the androgynous person (male or female) can choose from any category those behaviors which are best suited to any particular situation. Additionally, Bem found that androgynous people are more creative and flexible and less anxious than extremely masculine or extremely feminine people are. The workshop curriculum emphasizes the element of choice revealed by this concept. Behaviors are seen less as masculine or feminine than as appropriate or inappropriate to the individual's needs.

Sex-Role Transcendence

The concept of sex-role transcendence--as developed by Hefner et al. (1974)--is explained by a model depicting three stages of personal development. Early childhood, the first stage, is seen as a stage of undifferentiated sex roles, wherein the child has no clear conception of the behaviors that are encouraged or restricted culturally because of biological gender. In the second stage, sex-role polarization occurs: The child feels the need to follow prescriptions for behaviors, thoughts, and feelings appropriate to her or his sex, and in this the child is encouraged by cultural institutions. In the third stage, the individual transcends the polarization, moves freely from situation to situation with behaviors and feelings that are appropriate and adaptive, does not restrict choices according to rigid adherence to sex-role characteristics, and behaves and feels according to her or his personal needs as a whole individual, rather than as a woman or a man only. In the final session of the workshop curriculum, participants should at least begin to experience the effects of transcending the sex role.

The Facilitators as Change Agents

The curriculum requires the workshop leaders to act partly as instructors, partly as group leaders, but mostly (and very purposefully) as change agents.

The workshop is designed to be led by professional women facilitators, helping other women move toward greater equality in society, and using themselves both as professionals and as women. The facilitators must therefore be knowledgeable about the basic psychological issues of feminism and interested in bringing about attitudinal and behavioral change for women. By using the professional skills acquired from their specialized training, the workshop leaders can help other women remove their internal barriers to equality.

The curriculum as a whole creates a process of intervention in the lives of the participants. The role of the facilitators is twofold: (a) to serve as socializing agents in teaching and reinforcing methods of removing sex-role stereotypes from one's own life and (b) to present alternative attitudes and behavior models. The facilitators' goal is to encourage a visible, measurable change in the behavior of each participant--a change that will lead the woman to greater advancement in the educational or working world. Toward this end, the facilitators work to counteract the sex-role socialization process.

Of course, internal change cannot readily be induced from the outside. The decision as to what changes the individual participant will make in her own life is up to her, entirely, but the premise of the workshop is that most women will begin the process of change best when they are supported by other women, and especially when they are supported by professional facilitators who understand the entire process.

It would be unwise to use the curriculum propagandistically. The process of change is slow, and the curriculum has been carefully designed to move women to the point of making a measurable behavioral change easily, rather than merely to stir them up with fresh concepts. The professional woman facilitator can, if she is patient, introduce the participants to the nature of the whole change process, focusing on a single attitude, value, and behavior as an example of how a participant can choose to move to greater equality. The "ideas" in the curriculum are best comprehended by on-the-spot experiences in which the participant can try out the change for herself and receive feedback from others.

The Model for Change

The basic theory of the change process that the curriculum uses comes loosely from Gestalt psychology and particularly from the work of Satir (1976). The premise is that when an individual approaches making a change, the change can come from four directions:

1. Self-esteem: How do I feel about myself?
2. Communication: How am I communicating, both verbally and nonverbally?
3. Rules, or "shoulds": What are the rules, or "shoulds," that guide me?
4. Behavior risks: What new behaviors am I willing to risk?

The change can start in any one of these four positions; it then spreads to the other three, i.e., choose any one and it influences the others. For example, a change in the rules, or "shoulds": "A woman should always place her significant others over herself when making choices" becomes "A woman may put herself first when making choices." Already there is a change in self-esteem, communication, and behavior risks. A change in communication influences behavioral risk-taking, rules, and self-esteem. A change in self-esteem makes a change in rules, communication, and behavioral risk-taking. And a behavioral risk creates change in self-esteem, communication, and the rules.

On the basis of this model, the curriculum allows for the selection of activities that provide experiences of changing self-esteem, communication, rules, and behavioral risks.

The abundance of information and activities generated over the workshop's 12 hours can overwhelm a woman. To avoid that, the curriculum makes constant reference to the change model, to explore which of the four directions of change might be worked with (see Wallsheet 2, page 99). In the end, each participant will choose only one of the four directions to change, and will choose only one behavior to reflect that change, with the assumptions that (a) change in one direction kicks off change in all the others and (b) when the chosen behavior is learned and is well in place, a woman can return to the workshop materials and choose another change to work on.

Workshop Subject Matter

The following section presents the rationale for selecting the particular topics covered by the six units of the curriculum and not other topics. Selecting key issues from the vast amount of research on the effects of the sex-role socialization process on women is a complex task. Choosing four major areas from the array, and then blending them into a total package, was the single largest task facing the curriculum developers. An extensive review of the literature suggested that the following concepts dominate the field: passivity; learned dependence; low self-esteem; low achievement motivation in the educational and working worlds; powerlessness; self-imposed limitations; ambivalence and conflict; sex-typed job acceptance; absence of long-term planning; and reactiveness versus activeness. All of these concepts have been blended into the curriculum's six units.

The principle of organization is to set up a conceptual framework in Unit 1, fit together the pieces of the puzzle in Units 2 through 5, and then gear up for action in Unit 6. The purpose of the individual units is described below.

Unit 1: Women and Sex-Role Stereotyping of Self

The purpose of Unit 1 is to set the stage. In the early 1980s, many women believe, intellectually, that they are liberated and that they do not impose sexism on themselves. They also see external sources of sexism as being weaker than before. The purpose of this unit, therefore, is to create for participants an opportunity to look at the true ramifications of sex-role

stereotyping of self at a level deeper than that of slogans or statutes. Participants should, in Unit 1, move through the outer layers of self and consider some behaviors that indeed say, "I am a woman and therefore should or should not . . ." This unit is aimed at participants' beginning to personalize the idea of sex-role stereotyping of self. It also permits participants, through a supportive atmosphere, to deny that they stereotype themselves, even as they admit that other women do--an important tactic at this early stage.

Unit 2: Devaluing Ourselves

The first basic concept to be presented is the devaluation of women in our society. Both men and women have been shown to view women's traits and abilities as inferior (Broverman et al., 1972; Feather and Simon, 1975). Almost universally, higher status is given to maleness than to femaleness. Women tend to devalue the work of other women (Goldberg, 1968; Pheterson, Kiesler, and Goldberg, 1971) and to attribute competence in women to outside factors such as luck or chance (Deaux and Emswiller, 1974; Frieze et al., 1975). Women still prefer to have male rather than female children (The Spokeswoman, 1978).

Understanding this concept is the first step in the process represented by the subsequent units. The topic deals with a very basic sense of self and explores how we view and devalue ourselves on the basis of biological identity. The basic question it poses it this: If we accept society's view of our femaleness as inferior, how can we aspire to heights and to equal achievement? This unit begins the process of focusing on specific forms of sex-role stereotyping of self. Participants explore their acceptance of the societal view that women's traits and abilities are inferior and that women are second-class citizens. Behaviors, attitudes, and values reflecting this devalued status as being natural, by virtue of being female, are explored through role playing and group discussion.

Unit 3: Lowered Aspirations

The major career and educational consequence of the devaluation of women is lowered aspirations. Compared with men of the same intellectual ability, women consistently choose less prestigious occupations or professions requiring less education and responsibility. Evidence of lowered aspirations appears in the job patterns of women. Most women workers (age 14 or older) cluster in four occupational areas: clerical (35 percent); professional/technical (16 percent); operative (12 percent); and service (18 percent) (U.S. Department of Labor, 1980). The latest Census Bureau figures on income show women earning 59 cents for each dollar earned by men.

Low aspirations are also reflected in the lack of long-term planning characteristic of women's career patterns or work lives (Hennig and Jardim, 1977). The unit therefore tackles these related problems as the first step out of the sex-role socialization process--as the first road map around the participants' internal barriers.

Unit 4: Power: New Alternative Styles for Women

The concept of power strikes strong responsive chords in women, whether they like it or not. This unit is therefore an upward step, flowing naturally from the previous two units. It focuses on the ways women perceive themselves in working situations, systems, and institutions and on the ways in which they play out therein the attitudes, values, and behaviors learned through sex-role socialization. By concentrating on the sense of power in the working situation only, the curriculum at this point makes a crucial choice of direction toward its objective, i.e., it does not deal with power issues in other areas.

Powerlessness is presented in terms of the "styles" learned by women as being appropriate for their sex. These styles are demonstrated both verbally and nonverbally (see Frieze and Ramsey, 1976; Gornick and Moran, 1971; Johnson, 1976). The unit explores the ways participants perceive power and exposes the negative concepts many women have learned: power as "bad," for example, or power as an entity, i.e., if someone has power, someone else must lose it (Miller, 1976).

Unit 5: Building Support Systems and Networks

It is perilous for a woman to begin making changes in her self-perceptions, to raise her aspirations, and to change her style of being in the working world despite existing discrimination, unless she has some external support. There is no need for her to feel isolated and alone while she undertakes change. The alternative is for women to develop various forms of group cohesiveness. "Bonding" is an integral part of the normal male development in work situations, and it must become normal for women, too, if they are to move toward equality.

If arousing consciousness of sex-role stereotyping is the first goal of the workshop, then arousing consciousness of group bonding is the second, reciprocal, and equal goal. Building support systems and "networks" that include men as well as other women is a skill. The curriculum concretely demonstrates how to build networks that provide information and resources; how to make inroads into the sources of institutional power; and how to create support systems among other women through the systematic development of informal groups, organizations, and personal relationships.

At this point in the curriculum, participants are making analyses of and decisions about their own working lives.

Unit 6: Behavior Change and Implementation

The final step in the workshop is for each participant to take all the insights from the previous units and to choose a single behavioral change that at this time is the most relevant for her to put into action. Each woman's choice is shared with the group; the other women and the facilitators act as sounding boards and offer alternative suggestions. The participant's choice then becomes a public commitment to change in that single behavior or activity.

This experience is a demonstration of (a) the way a woman can become her own change agent, as she personally chooses the behavior shaping in which she wishes to engage, and (b) support building, as the group acts to clarify and support her choice.

Workshop Schedule

The schedule of the workshop is flexible. The workshop consists of 12 actual participation hours, which can be covered in a weekend or spread in weekly sessions over 6 weeks, according to local needs. It is essential that extended breaks of more than one week between sessions not take place. The following is one possible schedule:

First Day

7:00 p.m. - 9:00 p.m.	Unit 1:	Women and Sex-Role Stereotyping of Self

Second Day

8:30 a.m. - 10:30 a.m.	Unit 2:	Devaluing Ourselves
10:30 a.m. - 10:45 a.m.	Break	
10:45 a.m. - 12:45 p.m.	Unit 3:	Lowered Aspirations
12:45 p.m. - 2:00 p.m.	Lunch	
2:00 p.m. - 4:00 p.m.	Unit 4:	Power: New Alternative Styles for Women

Third Day

8:30 a.m. - 10:30 a.m.	Unit 5:	Building Support Systems and Networks
10:30 a.m. - 10:45 a.m.	Break	
10:45 a.m. - 12:45 p.m.	Unit 6:	Behavior Change and Implementation

Note: Formal and informal evaluation results of the pilot project indicate that when the weekend schedule is used, conscious assimilation of the experience by the participants begins one day to several days after completion of the workshop.

LEADERSHIP TECHNIQUES

Instructional Strategies

The instructional strategies used in the workshop are all aimed at creating a supportive learning environment in which women can confront their own internalized sex-role orientation and explore alternative ways of viewing self, of communicating, of behaving, and of choosing rules to govern their lives.

The following instructional strategies have been designed to help you, as workshop leaders, achieve these goals.

1. Use the experiences and expertise of the women as often and as consciously as possible, viewing and working with them as equals and as valuable persons.

2. Combine (a) didactic techniques, to provide external resource information otherwise unavailable, and (b) experiential techniques, to provide individual learning by doing. Didactic techniques can incorporate presenting facts, research findings, and expertise, while experiential techniques can include role playing, group discussion, nonverbal processes, dyadic interchanges, and charting.

3. Use simplified materials as worksheets so that you can provide a structure for generating relevant activities without overcontrolling the content or treating participants as passive learners.

4. Maintain an informal, relaxed learning atmosphere in which each woman has ample opportunity to share; to be heard; to explore her own values, beliefs, and behaviors without ridicule or condemnation; and to experience all of these with other women.

5. Use ample research information, reference materials, and reading recommendations to provide instructional authority, while simultaneously allowing each participant the freedom to pick and choose what is relevant and important for her.

6. Encourage each participant to choose, from the many possibilities in her life, one activity or behavior change to implement--knowing that the package of materials will provide other change options in the future.

Role of the Leaders

The workshop can be given by any professional who is trained in women's issues and group process. It is, however, essential that the facilitators be women, for the following reasons:

- The facilitators share with the participants the common experience of growing up female in the culture
- The presence of males can contribute to the playing out of traditional sex roles rather than to confronting them
- The focus of the workshop content is not on interpersonal or external relationships, but rather on internal psychological consciousness and growth

Facilitators must have expertise in the internal impact of female sex-role socialization; such skill and awareness are not guaranteed simply by one's sex. In addition, skill in the facilitation of didactic and experiential group process is imperative. No lecturing is necessary, and in fact, lecturing is not recommended. Being overly authoritative will stifle participation by women and drastically reduce the relevance of the experience.

The leaders' tasks are:

1. To structure the workshop by controlling the duration, sequence, and nature of the processes in each unit. The manual is the facilitators' main guide. It is designed as a series of units that may be allotted the time designated or developed in greater depth.
2. To be flexible. Facilitators should lead discussions and experiences but not overly control content and responses. The idea is to move with the expertise and concerns of the women.
3. To ensure that all participants are as active as they are able to be and that personal disclosure and personal exploration of thoughts, feelings, wants, and needs are not rejected but respected. Outside the workshop setting, confidentiality should be maintained.
4. To plan carefully how to adapt the manual to the needs of the particular group of women participating. Variations in workshop content and activities for various populations are noted in each unit.
5. To follow the sequence of the manual carefully. The design provides continuity and ever-expanding personal awareness and skills development.
6. To recognize that denial and resistance are important initial steps in the process of ultimate self-acceptance and behavior change. Resistance to the issues presented occasionally occurs. Although leaders need to accept the expression of denial, their role is one of recognition of denial, rather than agreement with it--which could diffuse the workshop's impact.

The leaders' obligations are as follows:

1. To ensure that the information disseminated at the workshop is accurate.
2. To encourage and support pragmatic and measurable changes in participants' behaviors.

Use of the Manual

The main purpose of this manual is to provide a structure for the workshop or curriculum module.

- The general subject area of each unit should be covered, with varying emphasis, in accordance with the needs of the populations being served.
- Each 2-hour unit has a specific timetable, which is included in the description of the activities (see Part III). Greater depth and time allotment may be determined by the leaders and the participants.
- The manual serves as a springboard for creating discussion and activities with participants. It is intended to act as a permanent record of the issues covered in the workshop.
- The content of the manual has been carefully reduced to a simple and concise form, so that the manual can be read prior to the workshop, as well as referred to during the workshop without undue interruption for leaders or participants.
- Some of the manual's pages are intended for "active" use, requiring responses from and experiential involvement by participants and leaders. Other pages are for "passive" use, to serve either as summaries or as sources of research information.
- Page sequence has been carefully designed. Although placing restrictions on participants is not intended, changing the order of units would be undesirable, as that would break the developmental flow of the workshop.

Nature of the Learning Group

During the development of the curriculum, it was necessary to respond positively to wide differences in the nature of the learning group that attended any particular workshop. The materials reflect an attempt to make the workshop appropriate to the special needs of the major subgroups likely to attend, and facilitators are expected to select those materials which are appropriate to the needs of their particular learning group. Should the materials in this manual prove inappropriate to the needs of a particular group, the facilitators are urged to develop more relevant materials along similar lines.

This manual contains material for the following subgroups.

Professional, Administrative, and Managerial Women

This segment of the population is highly educated, holding at least an undergraduate college degree. These women work primarily within large societal systems (e.g., education, community services, business, or industry) that are dominated by males. They have often mastered their own sexism intellectually and tend therefore to respond hastily to the materials, but in fact they are

usually unaware of the subtle effects that internalized sexism has had on their life aspirations and long-term career planning. They tend to express surprise as they discover their own failure to question self-expectations, capacities, motivations, and behaviors in the work environment (see Epstein, 1970; Harragan, 1977; Hennig and Jardim). Because their proportion in the work environment is small, these women often find themselves being viewed as tokens, isolates, or deviants (Kanter, 1977; Wolman, 1975).

Women in Clerical/Service Positions

These are the catch-all jobs for women in our society, and women holding them come from a great variety of backgrounds. They are often caught in the low-status, low-paid, dead-end jobs of the occupational hierarchy--in positions and occupations that society traditionally identifies as "feminine." Their previous education may have given them greater skills and expectations, or they may have trained ambitiously for their jobs. They may be young and unmarried or the main financial support of the family or displaced homemakers. Some are happy simply to have a job, whereas others decry low wages, low status, long hours, and boredom. Characteristic among them are lack of self-esteem and confusion about their status in society: "If I am so important to my employer, why do I have to work such long hours for such low wages?" They often do not, at first, see their situation as a feminist issue. The workshop leaders' primary concern is to show these women how to measure and break out of their internal stereotypes and how to examine where they are, where they want to be, and how to get there.

Minority Women

Minority women live with a double jeopardy: sexism and racism, or ethnicism. They are battling long years of psychological oppression and, for many, physical and material oppression as well. Many of them do not have as a goal conforming to the beliefs and behaviors of women from the dominant culture. They often want to retain their own cultural heritage. Workshop leaders must take special care to determine participants' attitudes and expectations in this area.

Minority women cannot be treated as a single group. They are as different from each other as are their racial, ethnic, and cultural histories, values, traditions, and religions.

For many minority women, work is not merely an option. They have grown up knowing that they have to work and also have to be homemakers.

Some of these participants will be highly experienced in dealing with the world, or even with two worlds: that of their own culture and that of the dominant culture. When they deal with sexism, they are also dealing with racism/ethnicism. The task of confronting their own internal stereotypes is therefore likely to be complex.

Older Women

The internalized sex-role stereotyping apparent in older women is likely to be different from that present in younger women. Changing attitudes toward women have affected our society dramatically only during the last ten years, whereas older women developed in a previous era. Further, each generation, or each decade, of these women had life experiences (e.g., the Great Depression, World War II, the days of the feminine mystique after the war) that have sponsored different values and behaviors. Troll (1975) calls this the generational effect and recommends giving attention to the major experiences that have determined the attitudes of different age groups.

Older women are also likely to be severely affected by the double standard of aging for men and women that characterizes our society. Women are seen as sexually attractive at an earlier age than men are, but their attractiveness is seen as dimming sooner than men's and their usefulness to society, as dimming at the same time as men's. Older women are therefore living with a double bias from society: against women and against aging.

Discarding stereotypes with which one has lived for a long time is extremely difficult, particularly since both society and the women themselves reward stereotyping of self. Further, older women tend to see certain behaviors as appropriate for their age (if not their sex) and therefore find another reason for not changing.

Student Women

There have been many studies of sex differences in the higher education system. Although more women than men complete secondary school, more men than women complete college. This is currently changing, as the proportion of college-educated women approaches that of men. Advanced degrees now seem to offer a greater payoff for women than for men, in terms of what women can expect from the future if they do not have an advanced degree.

Nevertheless, women students still tend to cluster in some fields and to avoid others, as is shown by the following tables produced by UNESCO (1977):

FIRST PROFESSIONAL DEGREES AWARDED IN 1974-75*

Profession	Females	Males
Law	3,340	25,986
Medicine	1,263	10,093
Theology	277	4,764
Dentistry	85	4,355
Veterinary Medicine	155	1,229
Optometry	33	758
Osteopathy	19	666
Podiatry	4	367
Other	110	312

*Source: National Center for Educational Statistics.

BACHELOR'S DEGREES AWARDED IN 1974-75*

Discipline Division of Specialty	Females	Males
Education	137,088	49,535
Letters	37,981	27,434
Sociology	20,582	15,314
Health Professions	32,410	9,459
Fine and Applied Arts	24,103	15,913
Foreign Languages	14,879	4,600
Home Economics	14,879	554
Business and Management	17,481	116,424
Social Work and Helping Services	7,115	2,845
Physical Sciences	3,536	17,751
Anthropology	3,329	2,673
Foreign Area Studies	1,739	1,464
Secretarial Studies	1,847	49
Library Science	1,078	86
Agriculture and Natural Resources	1,576	14,727
Engineering	802	49,891
Computer and Information Sciences	780	3,977
Law	52	442
Genetics	14	32
Nutrition, Scientific	68	28
Military Sciences	1	327

The factors determining this pattern are a mixture of external influences (e.g., policies of educational institutions, social and economic restraints) and internal influences (e.g., negative attitudes toward self, limited aspirations). Once a woman is inside an educational institution, her choices and survival skills are highly related to her sex. Internal influences seem to predominate over external factors.

RESOURCES

The following section of resources includes (a) demographic data on women in the United States, (b) a list of the references cited on pages 40-42, and (c) additional readings directly related to the curriculum.

The demographic data contain powerful implications for the status of women. They demonstrate the reasons women should reassess their current situation and the likely eventualities if women do not make careful educational and career choices.

Demographic Data on Women in the United States*

Equality in the occupational world is becoming increasingly critical as women are living longer, marrying later, planning and having fewer children, divorcing more often, remarrying less frequently, heading households at an increasing rate, and entering the labor force in larger numbers. The most recent demographic data reveal that:

- in 1976, 43 percent of women from ages 20 to 24 had never married (versus 28 percent in 1960)
- in 1975, the total fertility rate (the number of children born per 1,000 women) was 1,799, compared with 2,480 in 1970
- in 1976, 42 percent of the ever-married females had not borne a child (versus 24 percent in 1960)
- in 1976, the divorce rate per 1,000 population had doubled (5.0) over the 1966 rate (2.5)
- in 1976, the number of marriages had declined to 2,133,000, whereas the number of divorces had increased to 1,077,000
- between 1970 and 1976, female-headed families increased by one third, so that there were 7.5 million women heading families in 1976
    - during this period, white female family heads rose by 29 percent; black female family heads increased by 45 percent
    - in 1976, females headed 11 percent of all white and 36 percent of all black families
- from 1960 to 1976, women accounted for 15.2 million, or almost 60 percent, of the growth in the labor force, with approximately 38.4 million paid female workers in 1976

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*Taken from a paper prepared by the Women's Research Program, National Institute of Education, Office of Education, Department of Health, Education and Welfare entitled "Fact Sheet on Women's Doctorates" (1977).

- in 1976, 47.3 percent of all women over age 16 were in the labor force, and approximately 60 percent of all women ages 20 to 44 were in the labor force

- nonetheless, adult females have higher unemployment rates (8.6 percent) than adult males (7.0 percent) do

- among year-round, full-time workers, the salary gap persists, with men having a median annual income of $13,140 in 1975, compared with $7,720 for women

- the lowest average family income was reported among female-headed families, whose median annual income was $6,840 (versus $14,870, or 46 percent, of the median annual income of husband-wife families)

These demographic trends all point to two important issues:

1. Women increasingly need to support themselves and their families

2. The society increasingly is finding itself dependent on the services of these women, who represent an important resource

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PART III:

THE CURRICULUM

Part III of this manual contains detailed instructions for the workshop leaders on how to conduct each unit of the workshop. This section should be used carefully in preparation for the workshop; it is also intended for use during the workshop itself. Worksheets and other materials referred to in this section can be found in Part IV.

UNIT 1: WOMEN AND SEX-ROLE STEREOTYPING OF SELF

Introduction

Most women sex-role stereotype themselves and other women. The sex-role stereotypes learned from infancy provide women with a prescription for what society says a woman "should" be. Women learn through sex-role stereotyping that certain behaviors are appropriate or inappropriate for them. This unit gives participants an opportunity to begin looking at their behavior in terms of sex-role stereotyping and to consider some of its origins.

Objectives

1. To meet and begin to know other participants who will be sharing the 12-hour workshop experience
2. To begin to recognize the manner in which all women sex-role stereotype themselves and the origins of such attitudes and behaviors
3. To verbalize instances in participants' own lives of sex-role stereotyping of self

Pre-workshop Activities

1. Wallsheet preparation

   Copy the following wallsheets (see pages 98-102) on 2' x 3' newsprint. Then place the sheets, with colored marking pens, appropriately about the room prior to the session.

- Wallsheet 1, "Sex-Role Socialization Model"
- Wallsheet 2, "Change Model"
- Wallsheet 3, "Stereotypic Behavior Traits"
- Wallsheets 4-21, "Personalizing Sex-Role Stereotyping of Self"
- Wallsheet 22, "Messages"

2. Registration

   Ask each participant to sign in on a roster sheet upon arrival.

3. Workshop packets

   Hand out workshop packets (Part IV) as participants arrive.

WORKSHEET 4:

FACT SHEET--WOMEN AND SEX-ROLE STEREOTYPING OF SELF

Socialization is the gradual learning of attitudes, values, and behaviors appropriate to one's biological sex and to one's sex role in society.

- One effect of female socialization is a woman's readiness to modify her behavior to suit the expectations and reactions of others--especially the expectations and reactions of males who are perceived as being hostile to competitive, self-assertive, and self-expansive women (Rosen and Aneshensel, 1976).

- Women holding traditional values generally believe that a woman should not achieve recognition greater than that of her spouse or other significant men in her life (Lipman-Blumen, 1972).

- Some women adjust their behaviors to their own internalized sex-role stereotypes when they are confronted with the conflict of either expressing their competencies and succeeding in achievement situations or retaining the feminine image they hold. This conflict is referred to as the "fear of success." Women expect that success will be followed by negative consequences, either in the form of external rejection by others or in the form of a sense of a slipping away of their own femininity (Horner, 1972).

- Some females, needing to be viewed as feminine, reject or are anxious about certain behaviors and characteristics they associate with masculinity, e.g., independence, assertiveness, competence, competitiveness, leadership, power, or aggressiveness (Baruch, 1976).

- A woman's career choice may be related to her perceptions of how men view the ideal female (Hawley, 1971).

- A review of the "fear of success" studies suggests that the fear may be not of success, but of "sex-role deviance" (Tresemer, 1974).

- Cross-cultural sex-role socialization studies show that boys are pressured to behave as agents, doing and competing, whereas girls are encouraged to behave (a) through communicating with others and (b) through reflecting, talking, and reacting to outside stimuli (Block, 1973).

- A review of the literature on sex-role socialization concludes that girls are not encouraged to become independent. They are "protected" more than boys are and explore the environment less than boys do; therefore, they continue to be dependent on adults to solve their problems (Hoffman, 1972).

- Mental health clinicians judge the "healthy adult female" to be more submissive, less independent, less adventurous, more easily influenced, less aggressive, more "excitable in a minor crisis," more concerned

WORKSHEET 4

(continued)

about appearance, and less objective; to have feelings that are more easily hurt; and to have a greater dislike of math and science than the healthy adult or the healthy adult male. To be a healthy adult, then, a woman must deviate from the stereotype of the healthy female (Broverman et al., 1972).

- Three studies found that an aggressive female and a passive male were rated as less liked and more "in need of therapy" than an aggressive male and a passive female (Costrich et al., 1975).

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WORKSHEET 5:

FACT SHEET--GROUPS WITH DIFFERING NEEDS: MINORITY WOMEN

A common experience shared by minority women is oppression. Minority women suffer dual discrimination, as members of a minority and as women, and this affects them materially, physically, and psychologically.

- Many minority women, feeling a strong bond to their families, find their own cultural values in conflict with the issue of woman's development of independence and potential (Hart, 1977).

- Stereotypes about minority women abound, e.g., (a) they all live in poverty, (b) they are undereducated, and (c) they are underemployed. Further, stereotypes exist about specific groups: Latinas are passive, dependent mother figures; Black women are aggressive or matriarchal; Asian-American women are docile, submissive, and sexless (or the opposite--exotic, sexy, and diabolical) (Hart, 1977).

- A review of studies of the implications of career counseling for lower social classes and women found that people from lower classes--of whatever ethnic background--typically and unrealistically perceive that they have fewer options in their environment than people from middle and upper classes do (Farmer, 1978).

- Many Black women perceive racial oppression as being much more basic to their lives than sexual oppression. They trace many of their problems to being black; to the social structure, which is racist and denies power to Black men; and to the Black community's economic realities, which have never permitted the rigid division of sexual activities, spheres, and roles found in the white community. Black women have never had the luxury of being full-time homemakers or of living in suburban domesticity (Chafe, 1977).

- Discrimination against Black women is double and is a common debilitating factor for many Black women. In a few instances, however, among Black professional women, such discrimination forms the basis for unusually high motivation (one in ten Black females holds a professional position) (Epstein, 1973).

- In Asian families, the roles of women and men have traditionally been well-defined. The development of the male has been supported by the family, with the female delegated to a lower status. The status of Asian-American women has greatly improved over time, but these women still strive to overcome an unequal status in their own culture, as well as in society at large (Fujitomi and Wong, 1976).

- The lives of Native American women differ greatly from tribe to tribe. Historically, there has been a tendency for many Native American women to have great individual freedom within their tribal life and to increase in value in their society as they age. A look at the educational, occupational, and health statistics of Native American women in the 1970s, however, reveals the inequality they experience in their lives today (Witt, 1976).

WORKSHEET 5
(continued)

- Puertan Rican women experience numerous problems that are reflected in the circumstances of their social, economic, and educational life. These problems include differences in customs (the traditionally strong family structure); racial inequality; and often a limited knowledge of the dominant culture's language, English (Hart, 1977).

- Latinos/Latinas are often thought of as a single cultural group, as they historically share similarities in language, values, and traditions. They are, however, a highly heterogeneous cultural group and are currently the second largest minority in the United States (Ruiz and Padilla, 1977).

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WORKSHEET 6:

FACT SHEET--WOMEN AND AGING

Although all of us, female and male, suffer the pangs of growing older in a society that puts a premium on youth, women suffer more discrimination and more pain because of age than men do. In the area of aging, the double standard for women and men is so strong and subtle that it is rarely even questioned. So pervasive is our society's preference for youth in women that much of the discrimination occurs unconsciously, both within us internally and from the external world.

- Aging for women is a complexity of biological, social, economic, and psychological processes interacting throughout adulthood.

- Age limits for life's activities are usually set earlier for women than for men. Women, for example, are expected to marry earlier; they are expected to be having children while men are expected to be getting jobs (Troll and Nowak, 1977).

- Youth is the prime time for good looks as concerns women. A dramatic decline in physical attractiveness--from the youthful beauty to the wrinkled old woman--is assumed for a woman's middle years (Neugarten and Gutmann, 1968).

- By middle age, women are viewed as being at the tail end of their responsibilities, since traditionally they are seen as being involved principally with child rearing and pushing the young out of the nest (Troll and Nowak, 1977).

- Those women who assume the traditional feminine role (of homemaker, of staying married, of not being overly aggressive)--who "buy" the traditional norms--are also those women who respond with depression in their middle years (Bart, 1976).

- Many conclusions about menopause--the myth of menopause--have been drawn from clinical observations and cannot be generalized to the entire population. Women in their forties and fifties expect menopause to occur and therefore see it as a normal and natural event, view it as inevitable, take it in stride, and regard its symptoms as temporary (Neugarten, 1977).

- Older women have been socialized in ways different from those of younger women in the culture today. Not only have older women been raised by different standards, but they have lived out that process for decades (Sommer, 1974).

- Today, women in middle and older adulthood are confronted with societal changes that are bringing their way of life to an abrupt end, regardless of their social or economic status.

WORKSHEET 6

(continued)

- The life experiences of adult women vary among age groups; such differences require that we not compare women born variously in the 1910s, 1920s, 1930s, 1940s, and 1950s. Troll (1975) states that this "generational effect" is the result of varying cultural conditions affecting the socialization of each age group.

- For single women, aging holds its unique problems: being lifelong workers, lacking the support systems of the nuclear family structure, resisting the pressures to marry, being viewed as deviants because of their single status, facing retirement alone, and often being burdened with the care of aging parents (married siblings "do not have the time you have").

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Unit 1 Activities

Warm-up: Unit 1 — Total time: 30 minutes

Activity	Description	Suggested Time
1. COLLECTION OF INFORMATION	Conduct pre-evaluation and/or collect demographic information. Use your own evaluation instruments or those provided in this manual (see Part I).	15 min.
2. INTRODUCTIONS	Introduce yourself. Ask each woman to introduce herself to the group and state any expectations she has for the workshop experience.	5 min.
3. INTRODUCTION TO WORKSHOP	Make brief statements about the workshop, including the following points: • A summary of the workshop purpose (Worksheet 1, "Freeing Ourselves--Workshop Introduction"); schedule (Worksheet 2, "Workshop Schedule"); and activities (Worksheet 3, "Subject Matter")* • A description of the sex-role socialization process (Wallsheet 1), or "how we have become the way we are" • A description of the change model (Wallsheet 2), or "how we can get to where we want to be" • A short summary of stereotypic behavior traits (Wallsheet 3) • A brief review of messages (Wallsheet 22) Then allow time for a brief group discussion, providing clarification as needed for participants.	10 min.

*Workshop leaders will want to adapt Worksheet 2 to suit their particular schedules.

Principal Activities: Unit 1 Total time: 90 minutes

Activity	Description	Suggested Time
1. SPONTANEOUS RESPONSE TO WALLSHEETS 4-21	Ask participants to respond to all eighteen wallsheets (Wallsheets 4-21), writing a spontaneous response to the statement on each sheet. Then ask all participants to return to the large group.	15 min.
2. SELF-STATEMENTS	Ask each woman to give her name again and to make one statement about herself that she feels is important for others to know about her.	5 min.
3. DYADIC PROCESSING OF WALLSHEETS	Ask each woman to choose a partner, preferably someone she doesn't know, but would like to get to know. Then ask each dyad to move from wallsheet to wallsheet, observing and discussing similarities and differences among the responses. Before the dyads begin, suggest that they also relate the responses to the list of stereotypic adjectives already presented on Wallsheet 3.	15 min.
4. SMALL-GROUP PROCESSING OF WALLSHEETS	Next, ask each dyad to join two or three other dyads to discuss the partners' impressions of the wallsheets.	15 min.
5. SMALL-GROUP CONSIDERATION OF MESSAGES	Through use of a quiet fantasy period of 2 to 4 minutes, have each woman recall a message from her past that reminds her of how she was to "be" as a girl or woman. Give the small groups time to process this activity and place participants' messages on Wallsheet 22.	10 min.
6. LARGE-GROUP PROCESSING	Have participants return to the large group, and ask each small group to report any significant facts or insights that emerged in the small group.	10 min.
7. INDIVIDUAL STATEMENTS	Ask each woman to make a statement to the group, telling what she has learned about herself or any other insights or new awarenesses she has gained through this first session. Provide time for discussion or clarification as needed.	5 min.

Activity	Description	Suggested Time
8. AGENDA AND GROUND RULES	Review the following points with the women: • This unit's topics and the schedule for the remaining workshop sessions • The workshop packet of materials • Plans for meals and breaks, coffee and tea arrangements, rest room facilities, etc. • Ground rules for all participants (suggestions follow; you may wish to distribute copies of the ground rules) – Participate in any and all experiences as you choose, to the extent and depth you find helpful for you. – Feel free to move about at all times, leaving group activities for coffee, to stretch, or to observe. – What you bring to this workshop from your life experience is valuable and is important for you and others to hear. – From the array of alternative behaviors, attitudes, and communication styles we will explore here, feel free to pick and choose what feels appropriate for you in your life. – Make the entire workshop a useful experience for you and a good investment of your time and energy. – Remember that you have made a commitment to attend all sessions. It is important that you carry out your commitment. Each session is part of the total process, designed to lead you to the point of making a behavioral change toward freeing yourself.	5 min.

Activity	Description	Suggested Time
9. SUMMARY	Briefly summarize the issues to be covered during the workshop by presenting and reading Worksheet 7, "Some Ways in Which We Restrict Ourselves."	5 min.
10. FINAL STATEMENT	Conclude the session by asking each woman to make a final statement to the group, as closure to the session. The statement should reflect the participant's reactions to the first unit, e.g.: • "I'm looking forward to more" • "I'm confused" • "I feel angry" • "I'm glad I met _____" • "I have nothing to say" • "I pass"	5 min.

Variations in Response to Unit

1. Minority women often choose to focus on the race/sex-role stereotyping combination.

2. Highly educated women have often intellectually mastered sex-role stereotyping of self, and initially they strongly deny the existence of internal barriers in their own lives.

3. When participants in the pilot project were asked to give their reasons for attending the workshop, the majority responded that they wanted to develop skills for overcoming sex-role stereotyping of self.

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UNIT 2: DEVALUING OURSELVES

Introduction

This unit begins the process of having participants focus on specific forms of sex-role stereotyping of self. Participants explore their acceptance of the societal view that women's traits and abilities are inferior and that women are second-class citizens. Behaviors, attitudes, and values reflecting this devalued status as being natural, by virtue of being female, are explored through role playing and group discussion.

Objectives

1. To acknowledge verbally one behavior or communication style used in the work and/or educational environment that represents a devaluing of oneself or of other women

2. To try out one new behavior to replace the devaluing behavior engaged in

WORKSHEET 8:

FACT SHEET--DEVALUING OURSELVES

Women of all ages typically underestimate their competence and devalue their accomplishments. Incompetence is implied solely by virtue of being female.

- Studies show that both men and women view women's traits and abilities as inferior. Many women accept this inferior state as natural (Broverman et al., 1972).

- A review of studies found that high "femininity" scores correlated with low self-esteem (Baruch, 1973).

- Girls' self-esteem goes down with age, whereas boys' self-esteem fluctuates, rising significantly above girls' by grade 10 (Bohan, 1973).

- A review and interpretation of causal attribution studies and theories found that female failure to achieve is more often attributed to internal factors than to external constraints. Success is attributed to external causes, such as luck; as a result, there is a lack of reinforcement of the person's present efforts and potential future performance. Failure is viewed as the result of one's own shortcomings, and the blame becomes a female's total burden (Frieze et al., 1975).

- In a study of high-school-age girls, successful males and unsuccessful females were rated as being more acceptable people than either successful females or unsuccessful males. Males were seen as being personally responsible for success; females were blamed for failure (Feather and Simon, 1975).

- In a study of a small-group problem-solving situation, women had more difficulty in getting a solution accepted by the group, regardless of the subject of the problem. Males talked more than females and were chosen as leaders more often than females, especially by women in the group (Altemeyer and Jones, 1974).

- Professional articles attributed to female authors have been rated, by both women and men, as being less significant than those attributed to male authors (Goldberg, 1968).

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Unit 2 Activities

Warm-up: Unit 2 Total time: 35 minutes

Activity	Description	Suggested Time
1. REINTRODUCTION	If there has been a lapse of time between this and the previous unit, have each woman reintroduce herself and make one statement about herself to the group.	5 min.
2. WORKSHEETS 4 AND 8	Briefly review and discuss Worksheets 4 ("Women and Sex-Role Stereotyping of Self") and 8 ("Devaluing Ourselves"), which were mailed to all participants prior to the beginning of the workshop.	5 min.
3. SMALL-GROUP PROCESSING OF WORKSHEETS	Divide the large group into two small groups (six to eight women each). Assist each group to move through the two worksheets, each woman choosing one fact from each set that is relevant to her. Begin with Worksheet 4, asking each woman to tell the others the fact she has selected and how she displays this in a specific behavior. Then have participants move to Worksheet 8 and repeat the process.	25 min.

Variations. Special worksheets--Worksheet 5 ("Fact Sheet--Groups with Differing Needs") and Worksheet 6 ("Fact Sheet--Women and Aging") are included for minority women and older women. Incorporate these worksheets into steps 2 and 3, above, to indicate the complexity of sex-role stereotyping and devaluing of self among those special groups for whom dual discrimination exists.

For older women, the activity wallsheets (from Unit 1) on age decades should be emphasized, to locate patterns and significant statements that relate to internal stereotyping of self by age.

Principal Activities: Unit 2 Total time: 85 minutes

Activity	Description	Suggested Time
1. INTRODUCTION TO ROLE PLAYING	Maintaining the small groups, make some general, summarizing statements about self-devaluation and its implications in terms of specific behaviors.	5 min.
2. PREPARATION FOR ROLE PLAYING	Using Worksheet 9, "Role Playing Situations," and asking the small groups to form dyads, prepare the participants for a role-playing activity. Ask partners to choose from Worksheet 9 one situation that is relevant to a way in which they might be devaluing themselves. Give the dyads 5 minutes to select a situation and to prepare for playing it out for others in the group.	5 min.
3. ROLE PLAYING	After the first role play, lead a group discussion about the relevance of devaluing to the particular situation. Be sure to note nonverbal as well as verbal behaviors that are displayed. Note: If the group is reluctant, you may need to begin the role-playing activity by modeling a situation.	10 min.
4. REPLAY	Next, ask the same dyad to replay the situation, this time as the players would like to have it happen, drawing from the insights they have gained and from the input the group has given. Follow the replay with a brief discussion.	10 min.
5. REPEATING THE ROLE PLAYING AND REPLAY	Repeat Steps 3 (role playing) and 4 (replay) with all other dyads in the group, providing an opportunity for the women to participate actively in the role playing. Remember, a woman may choose not to participate actively.	40 min.

Activity	Description	Suggested Time
6. PERSONALIZING THE PROCESS	Maintaining the small groups, ask each woman to turn to Worksheet 10 ("I Sex-Role Stereotype Myself When I ....") in her packet of materials and respond to the items on the basis of the session's discussions and role playing. Next, ask participants to join their dyad partners to share what they have learned.	10 min.
7. CLOSING SUMMARY	Have participants return to the large group for the final activity. First, make statements for yourself and/or make summarizing statements on the unit's topic. Then ask each woman to clarify for herself one important thing she has learned and to state this, in one or two sentences, to the group as closure for the session.	5 min.

Variations in Response to Unit

1. In the pilot project, 50 percent of "others" (women from outside the university) chose ultimately to work on implementing a behavior change related to the issue of devaluation of self.

2. Devaluation was the area chosen second most often by the total group for implementation of a behavior change.

3. Thirty-three percent of minority women chose devaluation as the most important and helpful topic examined in the workshop.

4. In the follow-up evaluation six weeks later, "devaluing of self" ranked second, both as a chosen area of behavior change and as the most valuable workshop activity for the total population (power ranked first for both categories). Women ages 40 to 49 were the one group choosing behavior change in the "devaluing of self" category over the "power" category.

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UNIT 3: LOWERED ASPIRATIONS

Introduction

The focus of this unit is on the lifetime patterns of women. When compared with men of equal intellectual ability, women tend to choose a career that is lower in the occupational hierarchy and that requires less education, less training, less commitment, and less responsibility.

Further, men generally make long-range occupational plans and have ideas of where they would like to be in 5 years, 10 years, etc. Women, however, tend to plan from day to day and to ignore the broader perspectives of their lives.

Objectives

1. To state verbally a minimum of four "shoulds" learned and internalized--"shoulds" as to what tasks and activities a woman ought to be involved in through each decade of her adult years

2. To state verbally a minimum of four "ideals" as to what tasks and activities a woman ideally wants to be involved in through each decade of her adult years

3. To set a minimum of one short-term goal, one intermediate goal, and one long-term goal, all relating to the participant's occupational life

WORKSHEET 11:

FACT SHEET--LOWERED ASPIRATIONS

Women typically underestimate their competence and devalue their accomplishments. Women who share this negative view of self see fewer occupations and lower levels in the job hierarchy as being appropriate for them, and they see their lives and ambitions as workers as being less important than men's.

- Women often believe that they should achieve success vicariously, through their husbands or through significant others; they often hold low educational and career aspirations for themselves (Lipman-Blumen, 1972).

- A study of sex-role socialization indicates that the goals of femininity and intellectual competence are not the same. Since intellectual competence has not been viewed as essential for females, the issue of how to rear females to achieve maximum intellectual competence is unclear (Sherman, 1976).

- Women typically have lower expectations for success than men have and are more likely than men to assume personal responsibility for failure. At the same time, if women are successful, they tend to attribute their success to an external cause, such as luck.

- Women are asked to demonstrate competence in a wide range of roles--female roles as well as occupational roles--in order to be considered successful, whereas males are expected to be successful primarily in their occupational roles. This multiple-role achievement permits women to accomplish less than men in their occupational roles and still to be a success (e.g., "She is a good mother," "a good cook," "an attractive woman") (Kundsin, 1974).

- When men visualize a career, they see it as a series of jobs progressing and leading upward over a long period of time, with recognition and rewards as the motivating force. Women are caught in the here and now, focusing on details of the current situation and on excellence of performance now--not on the significance of the now as it relates to the long-term plan (Hennig and Jardim, 1977).

- It has been found that the holding of traditional sex-role values has a significant relationship to the low level of aspirations a woman has in her education, income, and work choices (Parsons et al., 1975).

- Even when it is routinely expected that a young girl will take a job when she is first out of high school or college, she is usually not expected to carve out a career or to rise to a position of wealth and power. Women inherit wealth; they seldom make it themselves. And the woman who does make it is considered something of an oddity (Epstein, 1970).

WORKSHEET 11
(continued)

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Unit 3 Activities

Warm-up: Unit 3 Total time: 20 minutes

Activity	Description	Suggested Time
1. INTRODUCTION	Present a short introduction to the unit. Then go over Worksheet 11 ("Fact Sheet--Lowered Aspirations") with the participants as a group.	10 min.
2. PERSONALIZING WORKSHEET 11	Ask each woman to select one fact on Worksheet 11 that is relevant to her and the specific behavior in her daily life that displays this fact. Then have each woman make a statement to the large group, beginning with "I ..." as she states the fact she has chosen, and concluding with "I do this by ..." A woman may "pass" if it is unclear to her which fact to select or if she chooses not to disclose her selection.	10 min.

Principal Activities: Unit 3 Total time: 100 minutes

Activity	Description	Suggested Time
1. "SHOULD" WORKSHEET	After briefly presenting the first page of Worksheet 12 ("Taking a Look at My Goals and Aspirations Over a Lifetime"), have each woman fill out the page for herself.	10 min.
2. DYADIC PROCESSING OF "SHOULD" WORKSHEET	Separate the group into dyads (preferably, have the women select their own partners). Process the first page of the worksheet in the dyads, with partners discussing what they have written on the page.	10 min.
3. "IDEAL" WORKSHEET	After briefly presenting the second page of Worksheet 12, have each woman fill out the second page for herself. Encourage participants to consider what they want as if there were no restrictions--money, family, time, etc.	10 min.
4. DYADIC PROCESSING OF "IDEAL" WORKSHEET	Ask the dyads to process the second page of Worksheet 12, and ask the partners to discuss what they have written on it.	10 min.
5. INTEGRATION OF "SHOULDS" AND "IDEALS"	Now ask dyads to turn to the comparison page (the third page) of Worksheet 12 and to discuss the similarities and differences they note between "shoulds" and "ideals." Instruct them to record their responses.	10 min.
6. GROUP DISCUSSION OF COMPARISONS	Lead the total group in a discussion of the relevant similarities, differences, and patterns emerging from comparing the "shoulds" and the "ideals."	10 min.
7. GOAL-SETTING DISCUSSION	Review "Being a Goal Setter" from the third page of Worksheet 12. Discuss with the group the value of goal setting in women's lives if the "ideals" are to become realities and if the aspirations are to be raised over a lifetime.	10 min.

Activity	Description	Suggested Time
8. GOAL SETTING	With your assistance and guidance, have each woman select several short-term, intermediate, and long-term goals she will set to implement her ideal lifetime aspirations. Ask each to record these goals on the final page of Worksheet 12.	10 min.
9. CLOSING	Ask each woman to state to the group one short-term, one intermediate, and one long-term goal she has set for herself.	5 min.
10. WRAP-UP	Ask each participant to complete Worksheet 13, "I Sex-Role Stereotype Myself When I ...." Then invite all women to make a closing statement for themselves of the personal impact experienced or the knowledge gained from the unit.	15 min.

Variations in Response to Unit

1. In the pilot project, lowered aspirations were ranked first, as the focus for a behavior change to implement upon completion of the workshop, by women working in clerical and service positions.

2. Lowered aspirations were ranked third, as the focus for a behavior change to implement, by the total population attending the workshops. Follow-up evaluations conducted 6 weeks later consistently maintained this choice.

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UNIT 4: POWER: NEW ALTERNATIVE STYLES FOR WOMEN

Introduction

This unit devotes special attention to the nature of power and self-determination and to their internalized meanings to women as a result of the sex-role socialization process. The verbal and nonverbal behaviors denoting powerlessness that women have learned and some alternative forms of behavior available to women are explored in Unit 4.

Objectives

1. To state three specific behaviors used in one's interactive experiences as a worker that display each of the following:
   - personal power style
   - indirect power style
   - helpless power style
2. To use one specific behavior in the interactive process of one's life work that reflects a concrete power style, a direct power style, or a competent power style

WORKSHEET 14:

FACT SHEET--WOMEN AND POWER

Women have been shut out of the male aristocracy, in which a few have power greater than that of the many, but in which all members, as men, have more power than almost all women do. This concept holds true even of upper-class women who, although they may have the illusion of power or access to the ear of power or some derivative power in noneconomic ways, have little direct or real power (Chesler and Goodman, 1976).

- Sex-role stereotypes are linked to power. Stereotyping of interactive styles in daily life according to gender leads to unequal positions in the society and keeps the power structure in place. Women and men are expected to use power styles in human interactions differently, and the styles assigned to women leave them powerless. The dimensions of power are as follows:

Appropriate for Women	Appropriate for Men
Personal power	Concrete power
Indirect power	Direct power
Helpless power	Competent power

(Johnson, 1976).

- Girls are seen as being more fragile and more in need of help than boys. Girls are helped more than boys are, and thus are socialized for dependence. Parents seem to pay more attention to boys' achievement behavior and to girls' helplessness (Maccoby and Masters, 1970).

- A stratification system exists in the society, ranking individuals and groups of individuals in terms of their value. This system places males in roles that are more highly valued than those of females are, and it gives men almost exclusive access to the entire range of resources available in the society (Lipman-Blumen, 1976).

- Power, not gender, is primary. But if power is defined as masculine, then nonpowerful males identify with and support powerful males, rather than joining with nonpowerful females (Janeway, 1974).

- In a review of sex typing and socialization, the view is supported that females are socialized for dependence, males for achievement and autonomy (Mischel, 1970).

- Sources of male power are reported to include the norms of sex-role stereotypes--men's high status in the society, their ascribed expertise, brute force, and control of the options and reinforcers of the society (Polk, 1974).

WORKSHEET 14
(continued)

- White males, within the racist/sexist power structure, are able to control important decisions by their control of economic, political, and technocratic resources (Terry, 1974).

- When overt power is not available, and when expressing oneself honestly and openly is denied, then covert and manipulative power is all that is left. The problem is as follows: although playing out the stereotype is one means of getting one's way, doing so perpetuates powerlessness, and the system prevails (Chafe, 1977).

- The redistribution of a small portion of societal resources is occurring. Women are beginning to demand and receive legal power, which gives them access to educational, occupational, and financial resources, which, in turn, allows other women to perceive them as controllers of some resources. Thus, women are beginning to form a new world of their own. The occurrence of women turning to women for support and assistance is becoming more commonplace (Lipman-Blumen, 1976).

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WORKSHEET 15:

FACT SHEET--SEX-TYPED BEHAVIORS AND POWER

Sex-role stereotypes function on a nonverbal as well as a verbal level and actively perpetuate traditional sex roles. The expectation is that women will exhibit the verbal and nonverbal behaviors associated with their sex. Further, the role behaviors for women are those which communicate low status and powerlessness.

- According to Frieze and Ramsey (1976, p. 139):

  > Nonverbal behaviors which communicate low status and submission are precisely those crucial to attributes of femininity. Traditional role behavior dictates that women take up the smallest amount of space, speak softly and politely, refrain from initiating prolonged eye contact, and present an affable exterior. A woman who rejects these low status behaviors is often accused of being too assertive or aggressive.

- Women are taught to smile often and to speak softly, reasonably, calmly, and deferentially (Chesler and Goodman, 1976).

- Sex differences exist in terms of touch. Men have been found to touch others, whereas women are more likely to be touched (Henley, 1973).

- Women are touched more, by both men and women. In view of the fact that individuals of higher status have the right to invade the spatial boundaries of those lower in status, this becomes nonverbal communication of position and rank differences between the sexes (Frieze and Ramsey, 1976).

- Women of all classes use a basic body language to survive economically and socially. They communicate deference, helplessness, and maternal concern through dress, posture, and movement (Chesler and Goodman, 1976, pp. 14-16).

- In a review of studies on communication styles, Deaux found that women are more likely than men to prefer diminished distances and more contact; men prefer greater distances and less contact. It is suggested that these patterns relate to differences between the sexes in the need for affiliation (being close to others physically and psychologically) of women and in the need for power (dominance) of men (Deaux, 1976).

References

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WORKSHEET 15:
(continued)

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Unit 4 Activities

Note: Before the session begins, prepare six sheets of newsprint (each sheet 1 1/2' x 2'), as follows: On each sheet, write a particular power style, duplicating the six boxes that appear on the first page of Worksheet 17, "Women and Power" (see page 130).

Warm-up: Unit 4 Total time: 30 minutes

Activity	Description	Suggested Time
1. INTRODUCTION	After giving a brief introduction to the unit, say the word power, and, moving around the circle, ask each woman to respond with the first word that occurs to her. Say "power" a second time, and again ask each woman to respond with the word that comes to her now. Next, make some comments about the group's spontaneous response to power, noting the positive and negative aspects of the words given. Follow with a brief discussion of the attitude many women hold toward power because of socialization.	10 min.
2. REVIEW OF FACTS ON WORKSHEETS 14 AND 15	Lead a group discussion about the information presented on Worksheets 14 ("Fact Sheet--Women and Power") and 15 ("Fact Sheet--Sex-Typed Behaviors and Power"). Encourage participants to express their thoughts and feelings and to identify specific behaviors they engage in relating to these issues.	15 min.
3. "TO BE POWERFUL IS . . ." WORKSHEET	Using Worksheet 16, "To Be Powerful Is . . .," read the entire page to the participants, pausing after each statement for questions, comments, and clarification.	5 min.

Principal Activities: Unit 4 Total time: 90 minutes

Activity	Description	Suggested Time
1. INTRODUCTION OF SIX POWER STYLES	Using the first page of Worksheet 17, "Women and Power," briefly present the six power styles--experientially, through use of the six sheets of newsprint prepared before the session began. Place the sheets on the floor, in the center of the group, duplicating the layout as it appears on the first page of the worksheet. Then stand on the first sheet, and present its particular power style in detail, giving specific behaviors as examples. Move from sheet to sheet, informally discussing and clarifying each power style and actively involving the participants in the process.	10 min.
2. NONVERBAL BEHAVIORS REFLECTING POWER STYLES	Now present Worksheet 18, "Nonverbal Behaviors Reflecting Power Styles." Again stand on each sheet of newsprint, this time displaying examples of the nonverbal behaviors that accompany each style. Discuss the nonverbal behaviors informally with the participants as you move from sheet to sheet. Then ask participants to complete the exercise on Worksheet 18, listing at least four nonverbal behaviors they engage in for each of the six styles of power.	10 min.
3. ROLE PLAYING IN SMALL GROUPS	Divide the group into smaller groups of four to six women each. Provide newsprint, and have each group prepare its own boxes of the six styles and place them on the floor, in the center of the small group. Next, ask each small group to select an actual experience in which one or several group members felt powerless. Assist the groups in assigning and defining parts for role playing, having the "powerless" woman consider the power style she probably used at the time of the incident. Ask the "powerless" woman to stand on the newsprint sheet	10 min.

Activity	Description	Suggested Time
	denoting that power style and to proceed with role playing the situation with the other players. Remind participants to pay attention to both verbal and nonverbal behaviors as they observe the role plays, and ask them to note their observations on the second pages of Worksheets 17 and 18. When the role plays have concluded, ask each player to discuss how she felt in her role and to share any significant impressions she had, noting nonverbal as well as verbal behaviors that occurred.	
4. REPLAYING THE SITUATION	Now ask the small groups to consider how the situation might be played out to provide a more appropriate style that would place the woman in a "powerful" position. Ask the women to reenact the situation, exploring and experimenting with the three powerful styles as possible behaviors to implement. Again, encourage participants to be aware of not only their verbal behaviors but also their nonverbal behaviors. At the completion of the role playing, have each small group discuss what its members have been involved in or what they have observed. Note: Be sure to move constantly among the small groups during the role playing. It is essential that you provide assistance, guidance, and encouragement whenever needed.	10 min.
5. REPEAT OF STEPS 4 AND 5	Have each group now move through the role playing and replaying sufficient numbers of times so that each woman has the opportunity to work with a situation.	20 min.
6. LARGE-GROUP CLARIFICATION AND DISCUSSION	Now ask the small groups to move together to complete the session as a large group. Have each small group report to the larger group any important insights and understandings gained from the experience. Ask participants to finish recording their responses on the second pages of Worksheets 17 and 18.	15 min.

Activity	Description	Suggested Time
7. WRAP-UP	Ask each participant to complete Worksheet 19, "I Sex-Role Stereotype Myself When I . . ." Then ask each to speak to the group, making a statement about a specific stereotyping behavior relating to power that the participant recognizes she has used but wants to discard in favor of a more appropriate behavior.	10 min.
8. CLOSING	Finally, reread to participants all of the statements on Worksheet 16, "To Be Powerful Is . . .," as closure to Unit 4.	5 min.

Variations in Response to Unit

1. The following are significant percentages of various populations who, during the pilot project, chose to implement a behavior change in the area of "Power: New Alternative Styles for Women":

   - Fifty-eight percent of all workshop participants
   - Seventy-five percent of all professional and administrative women
   - Fifty-two percent of the student (graduate and undergraduate) participants

2. The activities on power were viewed by 60 percent of all participants as being the most valuable segment of the workshop.

3. The following are significant percentages of women who chose "inferior status and powerlessness" as the topics most valuable to them:

   - Forty-four percent of women in the ages 21 to 29 group--slightly higher than the responses of women older than that
   - Sixty-seven percent of white ethnic minority women

4. Power was the area in which a behavior change was being implemented by a majority (58 percent of the women, according to the follow-up study conducted 6 weeks after the workshop).

   - Among varying age groups, only the ages 40 to 49 group chose to implement a change in an area other than power, although power was a second choice
   - All racial/ethnic groups chose power for their behavior change
   - Ninety percent of administrative/professional women implemented a behavior change in the power category, with clerical/service women ranking second

Further Readings

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UNIT 5: BUILDING SUPPORT SYSTEMS AND NETWORKS

Introduction

Most women are not familiar with the concept of networking. It is generally not a part of women's socialization process to develop contacts and bonds in their work and educational lives. Men, on the other hand, usually learn the network system at a young age, through sports and other male activities.

By means of network mapping, this unit explores what networks are and how women can develop a network to their advantage as students and workers. Networks provide women with information and resources outside themselves, with support and bonding in male-dominated work environments, and with access to sources of concrete power.

Objectives

1. To conceptualize systematically a network of peers, acquaintances, and other contacts to provide a support system for oneself as a student and/or worker

2. To prepare a card file or notebook record of one's network

3. To nurture, maintain, and expand one's network by telephone, letter, social engagement (lunch, parties), others' contacts, professional meetings, community activities, etc.

Unit 5 Activities

Warm-up: Unit 5 Total time: 15 minutes

Activity	Description	Suggested Time
1. INTRODUCTION	Introduce the topic of networks, defining and discussing the advantages and potential for women. Review with participants the first two pages of Worksheet 20, "Network Building," and provide time for informal discussion.	15 min.

Principal Activities: Unit 5 Total time: 105 minutes

Activity	Description	Suggested Time
1. BEGINNING THE NETWORK	Review with participants the third page of Worksheet 20, "Network Building," summarizing the activities that will follow; note that the worksheet instructs participants in the steps outlined below.	5 min.
2. INITIAL LISTING OF NETWORK	First, ask each woman to prepare a list identifying those persons she perceives to be in her network.	10 min.
3. NETWORK MAPPING	Next, instruct participants to begin mapping their networks. Provide newsprint (1 1/2' x 2') and marking pens for each participant. Ask each to put her initials in the center of the sheet and then to place the initials of persons from her network list about the sheet, positioning the initials according to the persons' closeness to her and to one another. Now ask participants to draw connecting lines between persons who know each other (not between the participants and the names; those connections are assumed).	20 min.
4. DYADIC PROCESSING OF NETWORK MAPS	Third, instruct participants to form dyads and consider each other's maps (patterns, strengths, weaknesses, etc.), as the worksheet directs. Move among dyads to assist in this process.	10 min.
5. GROUP PROCESSING OF NETWORK MAPS	Fourth, lead a discussion with the total group of the dyads' general findings. Provide comments and suggestions; raise questions; and generally stimulate an expansion of the conceptualization of networks.	10 min.
6. REMAPPING THE NETWORKS	Fifth, instruct participants to map out their ideal networks, on the basis of the activities thus far. Provide more newsprint so that the women can create an ideal network by freely and imaginatively redesigning their first maps. (Alternatively, ask participants to draw their new networks on top of the old, using a different-colored marking pen.) Then have participants state a specific action they could take, as the worksheet directs.	10 min.

Activity	Description	Suggested Time
7. DYADIC PROCESSING OF IDEAL NETWORK MAPS	Sixth, ask participants to return to their dyads to share their ideal networks and to discuss improvements, additions, and the feasibility of transforming ideal into reality.	10 min.
8. GROUP PROCESSING OF IDEAL NETWORK MAPS	Seventh, lead a discussion with the total group of the dyads' findings. Once again, provide comments and suggestions; and generally give support for transforming ideal into reality.	10 min.
9. WRAP-UP	Conclude the session with a group discussion of how to build, maintain, and expand networks. Offer practical suggestions, such as (a) sending follow-up letters to recent acquaintances who might be network prospects; (b) attending conferences with the express idea of making network contacts; and (c) keeping a directory of network contacts by use of a card file or notebook. Review the first page of Worksheet 20, summarizing for participants what networks are; how they function; and how to organize, operate, and expand a network to one's advantage as a woman.	10 min.
10. CLOSING	Ask each woman to write her response to each item on Worksheet 21, "I Sex-Role Stereotype Myself When I . . ." Finally, ask each woman to make a statement for herself in closing. The statement should pertain to a skill gained; an insight clarified; or a verbal recognition of a specific behavior (past or future) that utilizes networking to eliminate sex-role stereotyping of self.	10 min.

Variations in Response to Unit

During the pilot project, the following variations were significant as participants chose behavior changes to implement.

1. The student group selected a networking behavior more often than other groups in the population did.

2. Networking was the second most frequently preferred change among racial minority women.

Further Reading

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UNIT 6: BEHAVIOR CHANGE AND IMPLEMENTATION

Introduction

This is the crucial unit, because it helps each woman to choose the one behavior or activity she desires to engage in, as she begins removing the internalized barriers she has erected against her equal standing as a human being in society. Each woman's choice is made from the array of attitudes, values, and behaviors she has explored and experimented with in the group setting.

There are no set rules about making changes; each participant can choose the way that is best for her. Changing begins with one new behavior, and the participant can begin slowly, but specifically. The more specific the participant's plan to change, the greater her likelihood of success.

Objectives

1. To state verbally one specific behavior change to implement in daily life, as a worker and/or student, that reflects a choice outside the stereotypic female sex-role definition

2. To put into practice the specific behavior change chosen, in order to provide freedom from sex-role stereotyping of self, and in order to remove an internal barrier to equality

Unit 6 Activities

Warm-up: Unit 6 Total time: 30 minutes

Activity	Description	Suggested Time
1. WORKSHOP REVIEW	Begin the unit by reviewing briefly all the issues that have been presented in the workshop. Then lead an informal discussion with participants, providing an opportunity for clarification and integration of the topics covered. Explain to participants that this unit will reconsider the change model and that the focus will now be placed on the manner in which each woman can implement the workshop experiences in her life as a worker and/or student. Point out that the women will be asked to begin considering specific behavior changes they can make to remove internal barriers to their own equality. Tell participants that each woman will reexamine her workshop materials and the responses she has recorded throughout each unit.	20 min.
2. SUGGESTIONS FOR CHANGE	Offer suggestions for potential behavior changes emerging from the workshop experiences, and ask the women to add other suggestions of relevance. A major task you have during all of the activities of Unit 6 is working to refine all suggestions and ideas for implementation into specific and measurable behavior change. Avoid letting participants make general statements, such as "I want to feel good about myself," or "I want to make choices with myself as central rather than others." Encourage specificity.	10 min.

Principal Activities: Unit 6 Total time: 90 minutes

Activity	Description	Suggested Time
1. CLARIFYING THE CHOICES IN DYADS	Ask the large group to form dyads, providing each women with an opportunity to explore further and clarify with another woman a relevant behavior she could choose. Move among the dyads, offering guidance and support when they are requested or needed here and during the following two steps.	10 min.
2. COMPLETING THE WORKSHEET	Describe and discuss Worksheet 22, "Using What I Have Learned toward Freeing Myself," and its purpose, emphasizing again the goal of stating a specific behavior that is observable and measurable to the individual woman. Then ask participants to complete the worksheet.	15 min.
3. DYADIC PROCESSING OF WORKSHEET 22	Ask each woman to share with her partner her recorded response to Worksheet 22. Instruct the partners to assist each other with any clarification, expansion, or modification needed to make the behavior change relevant, workable, and satisfying.	15 min.
4. LARGE-GROUP PROCESSING OF WORKSHEETS	Return the dyads to the large group when they have completed the implementation worksheet. Ask each woman to make a statement to the total group about the behavior change she will implement and the steps, obstacles, time schedule, and rewards she has decided upon. Invite participants to provide informal feedback on each statement. This process will help strengthen each woman's commitment to change and help reinforce her choice, through the verbal support of others with whom she has shared the entire workshop experience.	20 min.

Activity	Description	Suggested Time
5. WRAP-UP	Next, present a summary of the workshop. Remind all participants that once the specific behavior selected is well in place, another behavior change--from the array of those explored--can then be implemented, using the process learned in this unit.	5 min.
6. CLOSING	Make a closing statement of your choosing to the group as a whole. Then give each woman the opportunity to do the same for herself, providing closure to the entire experience.	10 min.
7. EVALUATION	Distribute the evaluation instrument from pages 14-18 or one of your own design. Ask the women to fill it out and return it to you before they leave.	15 min.

Variations in Response to Unit

1. During the pilot project, clerical and service workers regarded the information on implementation for behavior change as being the most helpful and important of all the materials provided in the workshop.

2. Administrative, managerial, and professional women regarded these materials as being the least important.

3. When participants were ranking the most important topics covered in the workshop, "implementing change in our lives" was the issue selected third most frequently by the total population attending.

4. When participants were ranking the most important topics covered in the workshop in the follow-up study, 6 weeks after the workshop ended, "implementing change" was selected as the most important issue, "devaluing of self" being second.

Further Readings

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PART IV:

WORKSHOP MATERIALS

Part IV of this manual contains all the materials to be used or distributed during the workshop itself. The materials are arranged in two major sections: (a) the suggested wallsheets, to be prepared and displayed by workshop leaders as instructed in Part III, and (b) the set of twenty-two worksheets, to be duplicated and distributed to participants as indicated in Part III. In addition to these materials, Part IV contains an extensive bibliography, which workshop leaders may or may not wish to distribute to participants, depending on the nature of the particular group.

SUGGESTED WALLSHEETS

On the following pages are Wallsheets 1-22.

WALLSHEET 1: SEX-ROLE SOCIALIZATION MODEL*

Cultural norms and economic-political realities

A

Current situational factors: discriminatory practices, peer influences, etc.

D

Socialization: modeling and tuition by parents, school, etc.

B

Personal attitudes and values

C

Behavior: education, vocation, and family

E

* From M. B. Smith, "A Map for the Analysis of Personality and Politics," Journal of Social Issues 24 (1968):15-28.

WALLSHEET 2: CHANGE MODEL*

C O M M U N I C A T I O N

New verbal and nonverbal styles

S E L F - E S T E E M

Expanded and positive self-concepts

T A K I N G R I S K S

New behaviors and skills

R U L E S

New and changing expectations and "shoulds"

*Adapted from a theory developed by Virginia Satir, in Making Contact (Millbrae, Calif.: Celestial Arts, 1976).

WALLSHEET 3: STEREOTYPIC BEHAVIOR TRAITS

Stereotypic Adjectives[1]

Feminine Items	Masculine Items	Neutral Items
Cheerful	Aggressive	Conceited
Does not use harsh language	Ambitious	Friendly
Gentle	Competitive	Happy
Gullible	Dominant	Jealous
Loves children	Forceful	Likable
Sensitive	Individualistic	Sincere
Shy	Self-reliant	Truthful
Tender	Strong personality	Unpredictable
Warm	Willing to take risks	

Comparison of Female- and Male-Valued Items[2]

Female-Valued Items

Feminine Pole	Masculine Pole
Very aware of feelings of others	Not at all aware of feelings of others
Very gentle	Very rough
Very strong need for security	Very little need for security
Easily expresses tender feelings	Does not express tender feelings at all
Very quiet	Very loud

Male-Valued Items

Feminine Pole	Masculine Pole
Not at all aggressive	Very aggressive
Very submissive	Very dominant
Very sneaky	Very direct
Not at all self-confident	Very self-confident
Not at all independent	Very independent

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[1] S. L. Bem, "Psychological Androgyny," in A. G. Sargent (Ed.), Beyond Sex Roles (St. Paul, Minn.: West Publishing, 1977).

[2] I. K. Broverman, D. M. Broverman, F. E. Clarkson, P. S. Rosenkrantz, and S. R. Vogel, "Sex-Role Stereotypes and Clinical Judgments of Mental Health," Journal of Consulting and Clinical Psychology 34 (1970):1-7.

WALLSHEETS 4-21: PERSONALIZING SEX-ROLE STEREOTYPING OF SELF

Note for workshop leaders: Prepare one wallsheet for each of the following eighteen statements, placing each statement at the top of a sheet of newsprint.

1. I feel bitchy when I . . .
2. I am aware that I am sex-role stereotyping myself when . . .
3. I like myself best when I . . .
4. I let others take charge in situations when . . .
5. I am most comfortable with my body when . . .
6. I smile and am polite when . . .
7. I take charge in situations when . . .
8. Aggressive behavior is appropriate for me when I . . .
9. An adjective that best describes a women in her twenties is . . .
10. An adjective that best describes a woman in her thirties is . . .
11. An adjective that best describes a woman in her forties is . . .
12. An adjective that best describes a woman in her fifties is . . .
13. An adjective that best describes a woman in her sixties is . . .
14. An adjective that best describes a woman in her seventies is . . .
15. An adjective that best describes a woman in her eighties is . . .
16. I feel helpless when . . .
17. I feel "unladylike" when I . . .
18. I feel stopped, restricted, or discouraged when I . . .

WALLSHEET 22: MESSAGES

Record any messages you recall having received that told you how you were (or are) to be, to behave, or to become as a woman. Below are some examples.

- "Don't trust a woman."
- "You need an education to fall back on in case something happens to your husband."
- "Don't beat the boys--let them win!"
- "Your brother has always been better at math than you have. He is so logical."
- "I could understand it--if you were a boy!"
- "A woman should give 100 percent of herself in whatever she does."
- "Why get all dressed up for a bunch of women?"
- "She's an old maid, and you know how difficult they are to get along with."
- "The way you are dressed, you will never find a husband."

WORKSHEETS 1-22 (Instructional Packet for Participants)

On the following pages are Worksheets 1-22.

WORKSHEET 1:

FREEING OURSELVES--WORKSHOP INTRODUCTION

By the time a woman reaches adulthood, the process of socialization has led her to internalize certain attitudes and values, which are then translated into her behavior by daily and life choices.

This process begins at the societal level. Cultural norms provide the prescription for what is appropriate behavior for both women and men. Parents, schools, churches, community organizations, family structures, etc., all provide the modeling and training whereby the prescriptions are learned. Through myriad subtle and obvious experiences, the cultural rules prescribing what is sex-appropriate behavior for women now become the personal attitudes and aspirations of each girl and woman.

Each woman has acquired, through socialization, a set of attitudes, beliefs, choices, and behaviors that are consistent with the sex role she is expected to play in her society. Each woman has incorporated the feminine sex-role stereotype as her own.

This sex-role belief system has been internalized, unconsciously, as a fact of life. A woman accepts the restrictions it places on her self-development as normal and not to be questioned. External forces, such as institutions using discriminatory practices, operate to maintain the traditional sex-role belief system and typically inhibit any nontraditional role choices and behaviors.

The purpose of this workshop is to provide a setting in which a woman can:

- explore and review the belief system she holds
- consider alternative ways of viewing herself
- consider alternative behaviors for herself and other women
- explore other ways of "being" that do not fit the prescription she has learned

This workshop can be an experience from which you as a woman can gain a different sense of self, can reappraise the myths and rules of your life and your place in the world, can reaffirm your goals, and can explore and experiment with new skills and behaviors as available options in your daily life as a student and/or worker.

WORKSHEET 2:

WORKSHOP SCHEDULE

First Day

7:00 p.m. - 9:00 p.m.	Unit 1: Women and Sex-Role Stereotyping of Self

Second Day

8:30 a.m. - 10:30 a.m.	Unit 2: Devaluing Ourselves
10:30 a.m. - 10:45 a.m.	Break
10:45 a.m. - 12:45 p.m.	Unit 3: Lowered Aspirations
12:45 p.m. - 2:00 p.m.	Lunch
2:00 p.m. - 4:00 p.m.	Unit 4: Power: New Alternative Styles for Women

Third Day

8:30 a.m. - 10:30 a.m.	Unit 5: Building Support Systems and Networks
10:30 a.m. - 10:45 a.m.	Break
10:45 a.m. - 12:45 p.m.	Unit 6: Behavior Change and Implementation

WORKSHEET 3:

SUBJECT MATTER

The workshop is divided into six basic units, each of which is given a 2-hour time span.

Unit 1: Women and Sex-Role Stereotyping of Self

This unit introduces participants to the topic of sex-role stereotyping of self and its impact on each individual's attitudes, values, and behaviors. The unit makes use of the following materials:

- Fact sheets
- Wallsheets depicting the sex-role socialization process
- Activity wallsheets

Unit 2: Devaluing Ourselves

This unit begins the process of focusing on specific forms of sex-role stereotyping of self. Participants explore their acceptance of the societal view that women's traits and abilities are inferior and that women are second-class citizens. Behaviors, attitudes, and values reflecting this devalued status as being natural for females are explored through role playing and group discussion.

Unit 3: Lowered Aspirations

The focus of this unit is on the lifetime patterns of women. When compared with men of equal intellectual ability, women tend to choose careers that are lower in the occupational hierarchy and that require less education, less training, less commitment, and less responsibility.

Unit 4: Power: New Alternative Styles for Women

This unit devotes special attention to the nature of power and self-determination, and their internalized meanings for women as a result of the socialization process. Verbal and nonverbal behaviors that denote powerlessness and are learned by women, as well as alternative forms of behavior available to women, are explored.

Unit 5: Building Support Systems and Networks

Networks can provide women with information and resources outside themselves; with support and bonding in male-dominated work environments; and with access to sources of concrete power. By means of network mapping, this unit explores what networks are and how women can develop a network to their advantage as students and/or workers.

WORKSHEET 3

(continued)

Unit 6: Behavior Change and Implementation

This is the crucial unit, as it helps each woman to choose the one behavior or activity she desires to engage in, as she begins removing the internalized barriers she has erected against her standing as an equal person in society. Her choice is made from the array of attitudes, values, and behaviors she has explored and experimented with during the workshop.

WORKSHEET 4:

FACT SHEET--WOMEN AND SEX-ROLE STEREOTYPING OF SELF

(For use in Unit 1)

Socialization is the gradual learning of attitudes, values, and behaviors appropriate to one's biological sex and to one's sex role in society.

- One effect of female socialization is a woman's readiness to modify her behavior to suit the expectations and reactions of others--especially the expectations and reactions of males who are perceived as being hostile to competitive, self-assertive, and self-expansive women (Rosen and Aneshensel, 1976).

- Women holding traditional values generally believe that a woman should not achieve recognition greater than that of her spouse or other significant men in her life (Lipman-Blumen, 1972).

- Some women adjust their behaviors to their own internalized sex-role stereotypes when they are confronted with the conflict of either expressing their competencies and succeeding in achievement situations or retaining the feminine image they hold. This conflict is referred to as the "fear of success." Women expect that success will be followed by negative consequences, either in the form of external rejection by others or in the form of a sense of a slipping away of their own femininity (Horner, 1972).

- Some females, needing to be viewed as feminine, reject or are anxious about certain behaviors and characteristics they associate with masculinity, e.g., independence, assertiveness, competence, competitiveness, leadership, power, or aggressiveness (Baruch, 1976).

- A woman's career choice may be related to her perceptions of how men view the ideal female (Hawley, 1971).

- A review of the "fear of success" studies suggests that the fear may be not of success, but of "sex-role deviance" (Tresemer, 1974).

- Cross-cultural sex-role socialization studies show that boys are pressured to behave as agents, doing and competing, whereas girls are encouraged to behave (a) through communicating with others and (b) through reflecting, talking, and reacting to outside stimuli (Block, 1973).

- A review of the literature on sex-role socialization concludes that girls are not encouraged to become independent. They are "protected" more than boys are and explore the environment less than boys do; therefore, they continue to be dependent on adults to solve their problems (Hoffman, 1972).

- Mental health clinicians judge the "healthy adult female" to be more submissive, less independent, less adventurous, more easily influenced,

less aggressive, more "excitable in a minor crisis," more concerned about appearance, and less objective; to have feelings that are more easily hurt; and to have a greater dislike of math and science than the healthy adult or the healthy adult male. To be a healthy adult, then, a woman must deviate from the stereotype of the healthy female (Broverman et al., 1972).

- Three studies found that an aggressive female and a passive male were rated as less liked and more "in need of therapy" than an aggressive male and a passive female (Costrich et al., 1975).

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WORKSHEET 5:

FACT SHEET--GROUPS WITH DIFFERING NEEDS: MINORITY WOMEN

(For use in Unit 1)

A common experience shared by minority women is oppression. Minority women suffer dual discrimination, as members of a minority and as women, and this affects them materially, physically, and psychologically.

- Many minority women, feeling a strong bond to their families, find their own cultural values in conflict with the issue of woman's development of independence and potential (Hart, 1977).

- Stereotypes about minority women abound, e.g., (a) they all live in poverty, (b) they are undereducated, and (c) they are underemployed. Further, stereotypes exist about specific groups: Latinas are passive, dependent mother figures; Black women are aggressive or matriarchal; Asian-American women are docile, submissive, and sexless (or the opposite--exotic, sexy, and diabolical) (Hart, 1977).

- A review of studies of the implications of career counseling for lower social classes and women found that people from lower classes--of whatever ethnic background--typically and unrealistically perceive that they have fewer options in their environment than people from middle and upper classes do (Farmer, 1978).

- Many Black women perceive racial oppression as being much more basic to their lives than sexual oppression. They trace many of their problems to being black; to the social structure, which is racist and denies power to Black men; and to the Black community's economic realities, which have never permitted the rigid division of sexual activities, spheres, and roles found in the white community. Black women have never had the luxury of being full-time homemakers or of living in suburban domesticity (Chafe, 1977).

- Discrimination against Black women is double and is a common debilitating factor for many Black women. In a few instances, however, among Black professional women, such discrimination forms the basis for unusually high motivation (one in ten Black females holds a professional position) (Epstein, 1973).

- In Asian families, the roles of women and men have traditionally been well-defined. The development of the male has been supported by the family, with the female delegated to a lower status. The status of Asian-American women has greatly improved over time, but these women still strive to overcome an unequal status in their own culture, as well as in society as large (Fujitomi and Wong, 1976).

- The lives of Native American women differ greatly from tribe to tribe. Historically, there has been a tendency for many Native American women to have great individual freedom within their tribal life and to

increase in value in their society as they age. A look at the educational, occupational, and health statistics of Native American women in the 1970s, however, reveals the inequality they experience in their lives today (Witt, 1976).

- Puerto Rican women experience numerous problems that are reflected in the circumstances of their social, economic, and educational life. These problems include differences in customs (the traditionally strong family structure); racial inequality; and often a limited knowledge of the dominant culture's language, English (Hart, 1977).

- Latinos/Latinas are often thought of a single cultural group, as they historically share similarities in language, values, and traditions. They are, however, a highly heterogeneous cultural group and are currently the second largest minority in the United States (Ruiz and Padilla, 1977).

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WORKSHEET 6:

FACT SHEET--WOMEN AND AGING

(For use in Unit 1)

Although all of us, female and male, suffer the pangs of growing older in a society that puts a premium on youth, women suffer more discrimination and more pain because of age than men do. In the area of aging, the double standard for women and men is so strong and subtle that it is rarely even questioned. So pervasive is our society's preference for youth in women that much of the discrimination occurs unconsciously, both within us internally and from the external world.

- Aging for women is a complexity of biological, social, economic, and psychological processes interacting throughout adulthood.

- Age limits for life's activities are usually set earlier for women than for men. Women, for example, are expected to marry earlier; they are expected to be having children while men are expected to be getting jobs (Troll and Nowak, 1977).

- Youth is the prime time for good looks as concerns women. A dramatic decline in physical attractiveness--from the youthful beauty to the wrinkled old woman--is assumed for a woman's middle years (Neugarten and Gutmann, 1968).

- By middle age, women are viewed as being at the tail end of their responsibilities, since traditionally they are seen as being involved principally with child rearing and pushing the young out of the next (Troll and Nowak, 1977).

- Those women who assume the traditional feminine role (of homemaker, of staying married, of not being overly aggressive)--who "buy" the traditional norms--are also those women who respond with depression in their middle years (Bart, 1976).

- Many conclusions about menopause--the myth of menopause--have been drawn from clinical observations and cannot be generalized to the entire population. Women in their forties and fifties expect menopause to occur and therefore see it as a normal and natural event, view it as inevitable, take it in stride, and regard its symptoms as temporary (Neugarten, 1977).

- Older women have been socialized in ways different from those of younger women in the culture today. Not only have older women been raised by different standards, but they have lived out that process for decades (Sommer, 1974).

- Today, women in middle and older adulthood are confronted with societal changes that are bringing their way of life to an abrupt end, regardless of their social or economic status.

- The life experiences of adult women vary among age groups; such differences require that we not compare women born variously in the 1910s, 1920s, 1930s, 1940s, and 1950s. Troll (1975) states that this "generational effect" is the result of varying cultural conditions affecting the socialization of each age group.

- For single women, aging holds its unique problems: being lifelong workers, lacking the support systems of the nuclear family structure, resisting the pressures to marry, being viewed as deviants because of their single status, facing retirement along, and often being burdened with the care of aging parents (married siblings "do not have the time you have").

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WORKSHEET 7:

SOME WAYS IN WHICH WE RESTRICT OURSELVES

- Adhering to the rules and "shoulds" of being female that we once learned
- Accepting inferior status as being natural
- Devaluing ourselves and all women
- Often feeling and acting as if we were incompetent
- Lowering our aspirations
- Using indirect power, personal power, and helpless behavior
- Not using and not respecting the power we have--not getting power
- Accepting responsibility for failure, but not for success
- Limiting our "space" and letting it be invaded

WORKSHEET 8:

FACT SHEET--DEVALUING OURSELVES

(For use in Unit 2)

Women of all ages typically underestimate their competence and devalue their accomplishments. Incompetence is implied solely by virtue of being female.

- Studies show that both men and women view women's traits and abilities as inferior. Many women accept this inferior state as natural (Broverman et al., 1972).

- A review of studies found that high "femininity" scores correlated with low self-esteem (Baruch, 1973).

- Girls' self-esteem goes down with age, whereas boys' self-esteem fluctuates, rising significantly above girls' by grade 10 (Bohan, 1973).

- A review and interpretation of causal attribution studies and theories found that female failure to achieve is more often attributed to internal factors than to external constraints. Success is attributed to external causes, such as luck; as a result, there is a lack of reinforcement of the person's present efforts and potential future performance. Failure is viewed as the result of one's own shortcomings, and the blame becomes a female's total burden (Frieze et al., 1975).

- In a study of high-school-age girls, successful males and unsuccessful females were rated as being more acceptable people than either successful females or unsuccessful males. Males were seen as being personally responsible for success; females were blamed for failure (Feather and Simon, 1975).

- In a study of a small-group problem-solving situation, women had more difficulty in getting a solution accepted by the group, regardless of the subject of the problem. Males talked more than females and were chosen as leaders more often than females, especially by women in the group (Altemeyer and Jones, 1974).

- Professional articles attributed to female authors have been rated, by both women and men, as being less significant than those attributed to male authors (Goldberg, 1968).

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WORKSHEET 8

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WORKSHEET 9:

ROLE PLAYING SITUATIONS

Look over the situations below, and select one that is significant for you in your life as a student or worker. You will have an opportunity to role play some new behaviors that are possible for you in the situation you choose.

1. Needing to do a super job on everything to be certain of my competence, I ___(state situation)___ .
2. I am in a meeting with women and men. I feel that one of the women is incompetent, and I _____ .
3. I have done an excellent job, and, receiving no appreciation from my employer (or receiving a low grade), I _____ .
4. I am in a meeting with women and men. I feel that one of the women is competent, and I _____ .
5. I am in a situation in which I need to "sell myself" to get a job or a position I want. I _____ .
6. I was told I did a good job, and I _____ .
7. When asked to do a task I don't wish to do, I _____ .
8. I am to blame for an inferior task _____ , and I handle this by _____ .
9. I am asked by an employer (or a professor) to work on a very interesting special project, but I have no time in my hectic schedule for it. I _____ .

Others:

WORKSHEET 10:

I SEX-ROLE STEREOTYPE MYSELF WHEN I . . .

1. Use this communication style:

   a. Verbally:

   b. Nonverbally:

2. Adhere to this rule, or "should," for myself:

3. Use this behavior:

4. View myself as:

WORKSHEET 11:

FACT SHEET--LOWERED ASPIRATIONS

(For use in Unit 3)

Women typically underestimate their competence and devalue their accomplishments. Women who share this negative view of self see fewer occupations and lower levels in the job hierarchy as being appropriate for them, and they see their lives and ambitions as workers as being less important than men's.

- Women often believe that they should achieve success vicariously, through their husbands or through significant others; they often hold low educational and career aspirations for themselves (Lipman-Blumen, 1972).

- A study of sex-role socialization indicates that the goals of femininity and intellectual competence are not the same. Since intellectual competence has not been viewed as essential for females, the issue of how to rear females to achieve maximum intellectual competence is unclear (Sherman, 1976).

- Women typically have lower expectations for success than men have and are more likely than men to assume personal responsibility for failure. At the same time, if women are successful, they tend to attribute their success to an external cause, such as luck.

- Women are asked to demonstrate competence in a wide range of roles--female roles as well as occupational roles--in order to be considered successful, whereas males are expected to be successful primarily in their occupational roles. This multiple-role achievement permits women to accomplish less than men in their occupational roles and still to be a success (e.g., "She is a good mother," "a good cook," "an attractive woman") (Kundsin, 1974).

- When men visualize a career, they see it as a series of jobs progressing and leading upward over a long period of time, with recognition and rewards as the motivating force. Women are caught in the here and now, focusing on details of the current situation and on excellence of performance now--not on the significance of the now as it relates to the long-term plan (Hennig and Jardim, 1977).

- It has been found that the holding of traditional sex-role values has a significant relationship to the low level of aspirations a woman has in her education, income, and work choices (Parsons et al., 1975).

- Even when it is routinely expected that a young girl will take a job when she is first out of high school or college, she is usually not expected to carve out a career or to rise to a position of wealth and power. Women inherit wealth; they seldom make it themselves. And the woman who does make it is considered something of an oddity (Epstein, 1970).

WORKSHEET 11

(continued)

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WORKSHEET 12:

TAKING A LOOK AT MY GOALS AND ASPIRATIONS OVER A LIFETIME

How much do the "shoulds" you learned about being a woman affect your goals and aspirations over your lifetime? How much do they affect what you aspire to?

Take some time now to consider a woman's life, and fill in the columns below with what a woman "should" be doing with her time and energy in her twenties, her thirties, her forties, her fifties, and her sixties.

Twenties	Thirties	Forties	Fifties	Sixties

133 Look over the lifetime activities and tasks you have completed.

1. What significant facts stand out for you?
2. What patterns are you aware of?

134

WORKSHEET 12

(continued)

Next, consider yourself and your present and future life. What could you aspire to, and what would you like to do with your life, as an adult woman and as a worker?

Fill in the columns below with what, ideally, you would like to be doing with your time and energy in your twenties, your thirties, your forties, your fifties, and your sixties.

Twenties	Thirties	Forties	Fifties	Sixties

Look over the lifetime activities and tasks you would like to invest yourself in.

1. What significant facts stand out for you?

2. What patterns are you aware of?

WORKSHEET 12

(continued)

Now, compare your "should" responses (first page) with your "ideal" responses (second page). What are the

- differences?
- similarities?
- other significant facts?

Being a Goal Setter

Take a look at your responses on the second page and at what you could aspire to and reach for over your lifetime. Remember, reality comes out of hopes, aspirations, and planning. You can get to where you want to be as an adult and as a worker, but doing so does require planning and goal setting.

Planning means going beyond the typical 6-month, annual, or 2-year goals and setting up a life plan. Establish your goals to fulfill your dreams and aspirations over your lifetime.

Some helpful advice:

1. Write down goals. State each goal in very specific terms.
2. Keep goals high, but realistic.
3. Change your goals when circumstances change; be flexible.
4. Always set a time frame in which to achieve your goals.
5. Set mini-goals, as stepping-stones to your goals.
6. Always consider the time and energy to be invested in achieving goals, including the obstacles to be overcome.
7. Think in terms of short-term, intermediate, and long-term goals.
8. Reevaluate your goals at least once a year, revising and resetting them as necessary and appropriate.
9. Take immediate action on goals. Don't get lost or lose momentum.

WORKSHEET 12

(continued)

Review your "ideal" lifetime page, and begin goal setting now! List some short-term (6-12 months) goals for yourself:

List some intermediate (1-5 years) goals for yourself:

List some long-term (5, 10, 20, 30, 40 years) goals for yourself:

WORKSHEET 13:

I SEX-ROLE STEREOTYPE MYSELF WHEN I . . .

1. Use this communication style:

   a. Verbally:

   b. Nonverbally:

2. Adhere to this rule, or "should," for myself:

3. Use this behavior:

4. View myself as:

WORKSHEET 14:

FACT SHEET--WOMEN AND POWER

Women have been shut out of the male aristocracy, in which a few have power greater than that of the many, but in which all members, as men, have more power than almost all women do. This concept holds true even of upper-class women who, although they may have the illusion of power or access to the ear of power or some derivative power in noneconomic ways, have little direct or real power (Chesler and Goodman, 1976).

- Sex-role stereotypes are linked to power. Stereotyping of interactive styles in daily life according to gender leads to unequal positions in the society and keeps the power structure in place. Women and men are expected to use power styles in human interactions differently, and the styles assigned to women leave them powerless. The dimensions of power are as follows:

Appropriate for Women	Appropriate for Men
Personal power	Concrete power
Indirect power	Direct power
Helpless power	Competent power

(Johnson, 1976).

- Girls are seen as being more fragile and more in need of help than boys. Girls are helped more than boys are, and thus are socialized for dependence. Parents seem to pay more attention to boys' achievement behavior and to girls' helplessness (Maccoby and Masters, 1970).

- A stratification system exists in the society, ranking individuals and groups of individuals in terms of their value. This system places males in roles that are more highly valued than those of females are, and it gives men almost exclusive access to the entire range of resources available in the society (Lipman-Blumen, 1976).

- Power, not gender, is primary. But if power is defined as masculine, then nonpowerful males identify with and support powerful males, rather than joining with nonpowerful females (Janeway, 1974).

- In a review of sex typing and socialization, the view is supported that females are socialized for dependence, males for achievement and autonomy (Mischel, 1970).

- Sources of male power are reported to include the norms of sex-role stereotypes--men's high status in the society, their ascribed expertise, brute force, and control of the options and reinforcers of the society (Polk, 1974).

- White males, within the racist/sexist power structure, are able to control important decisions by their control of economic, political, and technocratic resources (Terry, 1974).

- When overt power is not available, and when expressing oneself honestly and openly is denied, then covert and manipulative power is all that is left. The problem is as follows: although playing out the stereotype is one means of getting one's way, doing so perpetuates powerlessness, and the system prevails (Chafe, 1977).

- The redistribution of a small portion of societal resources is occurring. Women are beginning to demand and receive legal power, which gives them access to educational, occupational, and financial resources, which, in turn, allows other women to perceive them as controllers of some resources. Thus, women are beginning to form a new world of their own. The occurrence of women turning to women for support and assistance is becoming more commonplace (Lipman-Blumen, 1976).

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WORKSHEET 15:

FACT SHEET--SEX-TYPED BEHAVIORS AND POWER

(For use in Unit 4)

Sex-role stereotypes function on a nonverbal as well as a verbal level and actively perpetuate traditional sex roles. The expectation is that women will exhibit the verbal and nonverbal behaviors associated with their sex. Further, the role behaviors for women are those which communicate low status and powerlessness.

- According to Frieze and Ramsey (1976, p. 139):

  > Nonverbal behaviors which communicate low status and submission are precisely those crucial to attributes of femininity. Traditional role behavior dictates that women take up the smallest amount of space, speak softly and politely, refrain from initiating prolonged eye contact, and present an affable exterior. A woman who rejects these low status behaviors is often accused of being too assertive or aggressive.

- Women are taught to smile often and to speak softly, reasonably, calmly, and deferentially (Chesler and Goodman, 1976).

- Sex differences exist in terms of touch. Men have been found to touch others, whereas women are more likely to be touched (Henley, 1973).

- Women are touched more, by both men and women. In view of the fact that individuals of higher status have the right to invade the spatial boundaries of those lower in status, this becomes nonverbal communication of position and rank differences between the sexes (Frieze and Ramsey, 1976).

- Women of all classes use a basic body language to survive economically and socially. They communicate deference, helplessness, and maternal concern through dress, posture, and movement (Chesler and Goodman, 1976, pp. 14-16).

- In a review of studies on communication styles, Deaux found that women are more likely than men to prefer diminished distances and more contact; men prefer greater distances and less contact. It is suggested that these patterns relate to differences between the sexes in the need for affiliation (being close to others physically and psychologically) of women and in the need for power (dominance) of men (Deaux, 1976).

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WORKSHEET 15

(continued)

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WORKSHEET 16:

TO BE POWERFUL IS . . .

- To experience yourself as being in the center of your own lifetime process
- To experience life as abundant--filled with expanding opportunities available to and appropriate for you and others
- To make experiences and opportunities happen for you and for others
- To explore alternative attitudes, values, and behaviors and to choose ones that fit your needs and goals
- To recognize that it is all right to exercise your power
- To recognize that self-interest is related to self-esteem and self-respect
- To be able to identify your self-interests (goals, values, needs) and to act on them
- To be competent and to recognize your competence
- To gain access to concrete resources, to expertise, and to the status systems to which power is tied
- Not to be manipulative, cruel, violent, or insensitive; those are the extreme manifestations of power
- Not to be afraid of your own power and not to feel guilty about your desire for power
- To take control of your own life and to implement your present and lifetime goals
- To be at the enter of your own lifetime process

WORKSHEET 17:

WOMEN AND POWER*

Sex-role stereotyping links to women forms of power that are different from those linked to men. We learn to use those forms of power which are appropriate to the sex role we have learned. The power styles that we as women use generally leave us powerless. As a means of exploring these different forms of power, we will consider three dimensions of power styles that we as women use, as opposed to those available to men.

Appropriate for Women	Appropriate for Men
PERSONAL STYLE	CONCRETE STYLE
Dependent on personal relationships, such as liking, loving, and seeking approval. Sexual influence is part of this style.	Independent of relationships. Resources are concrete and tangible--money, knowledge, physical and economic strength, control of societal institutions.
INDIRECT STYLE	DIRECT STYLE
Manipulation and other indirect approaches, such as avoiding confrontation and engaging in "sneaky" behaviors.	Aggression, assertion, confrontation, negotiation, compromise, competition, alliance formation, conflict resolution--all styles that are direct.
HELPLESS STYLE	COMPETENT STYLE
Sex-role stereotyping confers incompetence on women. Lacking access to concrete resources, women stay with the style learned as women, i.e., helpless.	Sex-role stereotyping confers competence and high status on men. Men use the style learned as males.

*Based on a theory by Paula Johnson, "Women and Power: Toward a Theory of Effectiveness," Journal of Social Issues 32 (1976):99-110.

WORKSHEET 17

(continued)

We will now role play some real-life situations for you and explore which type of power you use and which you may prefer to use. As we do the role playing, note below some of your own behaviors and attitudes you see in the situation being played out.

1.

2.

3.

4.

5.

How might you apply this to your own life situations?

Note: Don't always expect to be rewarded or reinforced for using a power style(s) considered appropriate only for men. It appears that men are able to use all six power styles as they choose, whereas women are limited to using the three styles their sex role prescribes for them.

Use the space below to note other observations you have of the role plays done in this session.

WORKSHEET 18:

NONVERBAL BEHAVIORS REFLECTING POWER STYLES

We communicate on several different levels. Through our words, we express the content of our messages. At the same time, we send several other messages nonverbally, and sometimes unconsciously, about who we are, what we mean, and how we want other people to view us. Very often we do not know the image of ourselves that we project.

Various means of sending nonverbal messages include our voice tone, facial expression, body posture, spatial boundaries, and dress. We are often unaware of the nonverbal messages that we might use in order to be viewed as helpless or competent or in any of the other six power styles.

This exercise is designed to enable you to become more aware of the nonverbal messages you send that may interfere with your getting what you want. Sometimes it is helpful to ask others for feedback on our nonverbal messages, because often we engage in some behaviors without knowing what we do.

Listed below are the six power styles we examined in the previous exercise. Under each of these styles, list at least four nonverbal behaviors you might engage in to let someone else know "where you're coming from."

Personal Style	Concrete Style
1.	1.
2.	2.
3.	3.
4.	4.

Indirect Style	Direct Style
1.	1.
2.	2.
3.	3.
4.	4.

WORKSHEET 18
(continued)

Helpless Style	Competent Style
1.	1.
2.	2.
3.	3.
4.	4.

Use the space below to note nonverbal behaviors you observe during the role plays in this session.

WORKSHEET 19:

I SEX-ROLE STEREOTYPE MYSELF WHEN I . . .

1. Use this communication style:

   a. Verbally:

   b. Nonverbally:

2. Adhere to this rule, or "should," for myself:

3. Use this behavior:

4. View myself as:

WORKSHEET 20:

NETWORK BUILDING

The word network is new to most women. Generally, it is not part of our socialization process to develop contacts and bonds in spheres of our lives other than homemaking and child rearing, when we share recipes, parenting ideas, consumer tips, and fashion modes. To most men, networks are not new. Men learn the network system young, through sports and other male activities. And they continue to put networking to use in the economic and political spheres of their lives, as workers and as decision makers in the larger society.

We are going to explore what networks are and how we as women can develop them to our advantage as students and/or workers. Briefly, here are some facts on networks and how they work.

- Building a network simply means developing support systems for ourselves in the wider world.
- Networks are not necessarily highly structured and formal, but are more often informal groupings present for us in our everyday life.
- By developing networks, we are simply getting hold of information we need, gaining support from our female and male peers, and tapping into more of the concrete resources of society.
- Networking is not "using" others. It is an exchange for mutual benefit--an exchange of information, ideas, and favors.
- Most of us have networks, are unaware of them, and do not use what we have to the fullest.
- Many networks already exist for us, such as trade organizations; professional organizations; caucuses, or divisions within organizations for women; women's student organizations; and commissions on the status of women at the local, state, and national levels.
- Networks can be formed where they do not exist. We can, for example, post a notice on a bulletin board where women meet ("Everyone who is interested in the topic How I Sex-Role Stereotype Myself as a Student, please come to Friday's meeting").
- How do networks help us as women?
  - They provide us with information of many types and forms from resources outside ourselves
  - They provide us with support and bonding as women in male-dominated environments
  - They provide us with access to resources in concrete power

WORKSHEET 20

(continued)

- Networks, once established, must be maintained and nurtured through social contacts, phone calls, mailings, letters, and so on. Keeping a card file or an alphabetical listing in a notebook could provide you with a systematic record of your network.

WORKSHEET 20

(continued)

Mapping Your Network*

1. Make a list of the people and/or resources (organizations, departments, etc) you know, or know of, that are in any way important to you in your life as a worker and/or student. Include those you already know, as well as the people and resources you could get to know.

2. On a sheet of newsprint, write your initials in the center, and then proceed to draw a circle (with initials inside) for each person/resource on your list, positioning initials according to the person's closeness to you.

3. Draw lines connecting those who know each other in the network. Do not draw lines to yourself; if a name is on the list, this connection is assumed.

4. Look at your network. What are you aware of? Select another person from your group, and review your networks together.

   - What is apparent to you at first glance?
   - Now diagnose your network more carefully.
     - What patterns do you see?
     - How are you currently using your network?
     - How could you make better use of your network?
     - What prevents you from using your network?
     - How could you develop and expand your network?

5. Take another sheet of newsprint.

   - With all these ideas available to you, let your imagination flow and map your ideal network on the second sheet of newsprint.
   - When you are finished, share with your partner your ideal mapping.
   - How do you, and how can you, maintain your network?

6. At the bottom of your ideal network, state one specific action you could take to begin putting this network into operation.

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*Modified from training materials prepared by K. Girad and J. Sweeney, WEEA Project Management and Evaluation Training Workshop, February 1978, Memphis, Tennessee.

WORKSHEET 21:

I SEX-ROLE STEREOTYPE MYSELF WHEN I . . .

1. Use this communication style:

   a: Verbally:

   b: Nonverbally:

2. Adhere to this rule, or "should," for myself:

3. Use this behavior:

4. View myself as:

WORKSHEET 22:

USING WHAT I HAVE LEARNED TOWARD FREEING MYSELF

During the previous workshop sessions, you have had an opportunity to consider and try out alternative behaviors for yourself. It is now time to review your experiences over these 10 hours in the workshop and to choose, from the many behaviors available, one that you want to begin implementing in your life as a worker and/or student. Give careful consideration as you answer the following questions.

The behavior change or activity I want to try is:

The specific steps I can take to accomplish this change are:

The obstacles (including self-sabotage) I might encounter and how I might overcome them are as follows:

Obstacle	To Be Overcome By

WORKSHEET 22
(continued)

What I can do to get started is:

Tomorrow:

Within a week:

Within a month:

The reward I will give myself when I have carried out my plan is:

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FILMSTRIP SCRIPT

The workshop, Freeing Ourselves: Removing Internal Barriers to Equality, a Workshop for Women, is a small-group, 12-hour model curriculum that aids women in overcoming self-imposed barriers resulting from their internal sex stereotypes.*

The format has been developed for adaptability as either a self-contained workshop or a module included in a larger curriculum, such as a course in counseling, psychology, or adult education.*

The workshop has two objectives. The first objective is to provide an intervention process to help women face directly their internal barriers to equality. These barriers have been acquired through the female sex-role socialization process and affect women in their educational and vocational lives in the form of personal attitudes, personal values, personal behaviors.*

The second objective of the workshop is to provide a supportive learning environment where women can confront their own internalized sex-role orientation and explore other ways of being that do not fit the prescription learned as females.*

The workshop is designed to be facilitated by women professionals trained as group leaders. It is an intervention process for women which assists them in discarding those aspects of their socialization that restrict their development as equal members of society.*

The main assumption of the workshop's curriculum is that internal changes can come about through experiencing opportunities to raise self-respect; changing rules and "should's" learned as growing females; exploring alternative communication styles, verbally and nonverbally; and exploring new behaviors and activities previously viewed as inappropriate for women.*

All elements of the workshop are designed to encourage internal changes to occur. They provide support, direction, information, and organization. In no way do these workshop components attempt to provide authoritative instruction on how to be as a woman.*

Rather, they have been carefully structured to encourage exploration and facilitate changes appropriate to each individual participant.*

The workshop participants are adult women 18 years and older. The optimal number of participants is 12 to 18. All the women participating are aware that the workshop belongs to them. It is basically their responsibility to be as involved as they choose and to focus on the issues of primary concern to them.*

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*Frame changes.

Participants do most of the talking, sharing, and experiential activities. Facilitators are present only to help them by providing direction, information, guidance, support, and stimulus.*

The workshop applies to all women who work or expect to work. Some have made poor educational or career choices because they knew no better. Others have found themselves trapped and angry. Still others are impeded without knowing it, limiting their opportunities by unconscious and self-imposed restrictions.*

Many intellectually believe themselves to be liberated but emotionally and/or practically are not. The workshop responds to all these groups.*

Both didactic and experiential techniques are used. The leaders undertake some brief lecturing and provide handouts enabling choices to be understood on the basis of information and reason. Structured exercises provide the experience of translating ideas into actions, making alternative choices meaningful.*

Without being at all therapeutic in the sense of traditional psychology, the workshop allows participants to experiment with new behaviors on the spot so that they may leave with some knowledge of the personal and emotional significance of new choices.*

The workshop uses two or three facilitators, each skilled in both women's issues and group processes. Many of the activities take place in smaller groups of six to eight. Thus each group is provided direction and support by one of the facilitators.*

A nonauthoritarian approach is essential. The facilitators preserve a delicate balance between encouraging exploration and discussion without stifling or dominating participation. Facilitators have the responsibility for identifying problem areas, raising difficult questions and issues, requesting participants to focus on specific personal attitudes and behaviors, and generally serving as a stimulus to the entire process of removing sex stereotyping of self by the women.*

The facilitators are trained professionals with knowledge and sensitivity in female sex-role socialization issues and skills in group procedures.*

The workshop is divided into six basic units, each of which is given a two-hour time span. The six units are Women and Sex Stereotyping of Self; Devaluing Ourselves; Lowered Aspirations; Power: New Alternative Styles for Women; Building Support Systems and Networks as Women; and Behavior Change and Implementation.*

Unit 1, Women and Sex Stereotyping of Self. This unit introduces the women to the topic of sex stereotyping of self and its impact on each individual's attitudes, values, and behaviors by means of the following activities.*

Discussion of role charts of the sex-role socialization and the change process. Together, these processes constitute the main assumption of the workshop's curriculum.*

Individual responses to activity wall sheets give participants the chance to relate their own experiences and feelings about sex stereotyping.*

Through this process, participants get to know other women in the group.*

Unit 2: Devaluing Ourselves. This unit begins the process of focusing on specific forms of sex stereotyping of self. Participants explore their acceptance of the societal view that women's traits and abilities are inferior and that women are second class. This unit's main activities are: small-group discussion of the fact sheets, role play in dyads or personal situations of devaluing followed by group feedback of verbal and nonverbal behaviors*

and replays of the role play situation as the participants would like to have it happen.*

Unit 3: Lowered Aspirations. The focus of this unit is lifetime patterns of women. When compared to men of equal intellectual ability, women tend to choose careers lower in the occupational hierarchy, which require less education, less training, less commitment, and less responsibility.*

The principal activity of this unit is the discussion and completion of a worksheet which helps participants become aware of the "should's" they've internalized as to what a woman's tasks and activities ought to be through each decade of her adult years,*

verbally identify the ideal tasks and activities a woman wants to be involved in through each decade of her adult years, and set goals for self-relating to each woman's occupational life.*

Unit 4: Power: New Alternative Styles for Women. This unit devotes special attention to the nature of power and self-determination and their internalized meanings to women as a result of the socialization process. Verbal and nonverbal behaviors denoting powerlessness learned by women and alternative forms available to them are explored.*

The main activities of the unit are: experiential presentation and discussion of six basic power styles and the nonverbals that accompany them;*

role play in small groups of situations in which participants have felt powerless, followed by feedback and discussion,*

and reenactment of the role play situation with each participant experimenting with a different power style.*

Unit 5: Building Support Systems and Networks as Women. By means of network mapping this unit explores what networks are and how women can develop a network to their advantage as students and workers. Networks provide women with information and resources, with support and bonding in male-dominated work environments, and with access to sources of concrete power.*

This unit's main activities are: the mapping of each participant's own network, dyadic and group processing, and expansion of conceptualization of networks,*

the remapping of each woman's network as her ideal network, and dyadic and group processing of noted changes, and discussion of how to build, maintain, and expand networks.*

Unit 6: Behavior Change and Implementation. This is the crucial unit, as it assists each woman in choosing the one behavior or activity she desires to engage in as she begins removing the internalized barriers she has erected to her own equality as a person. Her choice is made from the array of attitudes, values, and behaviors she has explored and experimented with in the group setting.*

The main activities of this unit are: completion of a worksheet which asks for the specific behavior change each woman would like to begin,*

sharing with the total group each participant's choice of change and the steps, obstacles, and rewards she's decided on, and informal feedback from the group.*

In sum, the workshop deals directly with basic matters of attitudes, values, and behaviors which unconsciously dominate choices. Its leaders are change agents for the participants, but their objective is to make the participants change agents for themselves.*